

Community Service News

Vol. VII Nov.-Dec., 1949 No. 5

CONTENTS

NEWS NOTES	130
MEETINGS AND CONFERENCES.....	130
CHINESE INTELLECTUALS HEADING FOR RURAL COMMUNITIES, by Bengt Hoffman	131
THE COMMUNITY COUNCIL AND THE COMMUNITY.....	133
REVIEWS	
<i>Farm Surpluses: Causes and Correctives</i> , by Leonard Hastings Schoff..	138
<i>Organizing for Community Action</i> , by Clarence King.....	138
<i>Social Group Work</i> , by Harleigh B. Trecker.....	139
THE SMALL INDUSTRIAL COMMUNITY AND ITS RAILROAD.....	140
EDUCATION FOR COMMUNITY	
College and Community.....	141
<i>The Danish Folk High Schools</i> , by Fridlev Skrubbeltrang; <i>Adult Education and the Struggle for Peace</i> , by the International People's College (reviews).....	143
EXPERIMENTAL COMMUNITIES	
<i>Conference on Social Participation on the Community Level</i> (review)..	145
INDEX TO VOLUMES VI AND VII OF <i>Community Service News</i> (January, 1948, to December, 1949).....	149

Issued bimonthly except July and August by Community Service, Inc., Yellow Springs, Ohio. Subscription \$1.50 per year, two years \$2.50. 35¢ per copy.

In the Next Issue —

Community Service News for January-February, 1950, will include:

THE PROSPECTS FOR RURAL INDIA, by Arthur E. Morgan.

A review of *The Structure of the Metropolitan Community*, an important study by Don J. Bogue of the Scripps Foundation for Population Research.

THE NATURE OF AN ORGANIC SOCIETY, by Gordon Rattray Taylor, an arresting statement of the impossibility of depending on the institutions of urban mass society to replace the small community.

EDUCATION AND COMMUNITY, by Rabindranath Tagore, a previously unpublished statement of a great educational philosophy.

NEWS NOTES

During this Christmas season our readers will be interested to know that Community Service has a list of names of some German leaders in the movement for social and economic autonomy who are in dire want.

Mr. Waldemar Kurtz, of Stuttgart, Germany, recently spent a few months in America studying regional and community autonomy and the theory and practice of community development. During a week's stay in Yellow Springs he outlined plans for the creation of an organization and publication paralleling for Germany the work of Community Service and *Community Service News* in America.

From many nations throughout the world, as well as from all sections of America, come visitors and inquiries with similar concerns. Outstanding among all was the recent visit of Father Hayes, of Ireland.

MEETINGS AND CONFERENCES

November 6-9. 27th Annual Convention, National Catholic Rural Life Conference, Columbus, O.

November 10. Special meeting on "Muintir Na Tire," community movement in Ireland, Yellow Springs O., sponsored by Community Service, Inc.; Very Rev. J. M. Hayes, of Bansha, County Tipperary, Ireland, speaker.

December 1-3. Sixth Annual Conference, National Decentralist Institute, Hershey, Pa. For information write S. Howard Evans, 770 S. Schuylkill Ave., Philadelphia 46, Pa.

December 28-30. Annual meeting, Rural Sociological Society, New York City. For information write Randall C. Hill, Kansas State College, Manhattan, Kans.

Community Service News, issued bimonthly except July and August by Community Service, Inc., Yellow Springs, Ohio, \$1.50 per year, two years \$2.50. Griscom Morgan, editor.

Community Service, Inc., is an organization to promote the interests of the community as a basic social institution, concerned with the economic, recreational, educational, cultural and spiritual development of its members. Community Service was incorporated in 1940 as a non-profit organization to supply information and service for small communities and their leaders, in the belief that the decay of the American community constitutes a crisis which calls for steady and creative effort. The nation-wide interest expressed during the succeeding years has reinforced this opinion.

Chinese Intellectuals Heading for Rural Communities

by BENGT HOFFMAN*

The most spectacular feature of recent developments in China has been the concentration of attention on rural communities. It is impossible to understand the Chinese situation unless one keeps in mind that the revolution has its strength in rural China and derives its force from the peasants' dissatisfaction with age-old extortion methods and arbitrariness of a relatively small group of literate and therefore powerful families with privileges inherited through generations.

The two recent Chinese revolutions, both that of 1911 when the Kuomintang brought about the downfall of the Imperial dynasty, and the Communist revolution after 1927, were led by students and intellectuals. Many Kuomintang revolutionaries in the early stages of that party realized that the problem was a rural one. But as the Kuomintang gradually became entrenched within the old Confucian frame and dependent financially on the old moneyed or land-possessing classes and a widespread secret-police system, the idea of radical social reconstruction was obscured. The Chinese Communist party thrived, thanks to this failure. It concentrated and still concentrates definitely and decisively on the peasants. It has managed to stir up quite an enthusiasm for nearly a cult of the peasant.

The present stage of Chinese communism from a doctrinaire angle is quite non-Communist in some respects. The class of industrial workers, the "proletariat," is insignificant numerically, and in addition is nearly as illiterate as the vast mass of peasants, and therefore at present would be a poor sole basis for the social revolution.

Recognizing the fact, the Communist leaders are speaking about what they term "the new democracy." Only in the far future will China reach the stage of "socialist-proletarian revolution," they say. Their conviction is based upon some rather flagrant failures in the twenties and the beginning of the thirties when the Chinese Communist party pushed radical Communism, like collective farming, in central and southern China. These attempts did not work out at all, and several of the most influential party leaders decided that China did not provide ground for absolute Marxism. However, some leaders, notably Li Li-San, disagreed with the go-slow policy of Mao Tse-Tung, and within the Party there is consequently a radical, albeit not very vociferous, wing advocating a revolution in strict accordance with the Russian pattern. But the go-slow policy has won out. In the countryside the landlord system is broken up and supplanted, *not* with collective

*Secretary to the World Student Christian Federation in China. 1947-49.

farming, but with distribution of land to the individual peasant, making him more independent than he has ever been, at least as to freedom from many arbitrary taxes of old standing, the heavy interest on loans, and the heavy burden imposed on him by his contract as a tenant.

The Communist Party was greatly aided by the Japanese! That is the irony of fate. When the Japanese invaded China in 1937, many universities took to the road. Students and professors by the thousands set out for the interior of China carrying books and belongings in haversacks or pulling them on hand-carts. During these months of pilgrimage and hardship, the Chinese students and professors really discovered rural China. They ate with the peasants, slept in their grey-mud hamlets, helped in the rice fields, and acquired an intimate knowledge of their life. They were often horrified at conditions which, many of them became convinced, should and could be ameliorated. Much enthusiasm for "*lao fai hsing*," *the common people*, born during those war years, is now being harnessed and "channeled" by the Communist Party. The intellectuals do not appear to be afraid any more of the thought of serving in the countryside.

In the old days the Emperor's "literati," the scholars, went out to the rural communities after their graduation and established themselves as officials. But they were strictly the *rulers* of the common people, not co-workers and constructive counselors. They believed in status quo. When the modern Western university was introduced to China it also brought the Western idea that an intellectual is too good for life in the country. The modern Chinese intellectuals all too willingly adopted this attitude. It was in line with the Confucian disdain for the dirty, backward, illiterate communities, although, of course, the intellectuals were glad to get their income and wealth from the selfsame dirty peasantry.

Now the slogan is: back to the rural communities. Thousands of students have volunteered to go to the villages and hamlets to teach elementary school, to help in the redistribution of land and in the cooperatives, and to teach new agricultural methods. Before they go out they have to attend a three months' course in "practical indoctrination," i.e., Marxian indoctrination. The point is that they do not seem to regard manual labor or a permanent contribution to a rural community as below their intellectual dignity.

China seems headed for another dictatorship, and no one can say where she will end up. Much of what is being done in social improvement might prove to be built on sand. But the discovery of the peasantry and of the rural communities will constitute a lasting legacy, and will make its mark in some form or another in days to come.

The Community Council and the Community

Recurrently during the past fifty years community development programs have caught public interest and achieved notoriety and apparent success, only to die out. On one occasion we took a collection of five-year-old magazine articles which enthusiastically described epoch-making community programs, and visited the communities concerned. In nearly every case the program was dead and buried. Sometimes their history stands in the way of future efforts as indications that these, too, might prove to be but passing fads.

Such programs call to mind a discovery made in the ~~General~~ Electric company's experiment at its Hawthorn plant with problems of improving the productivity of labor. For some time at the Hawthorn plant every experiment that was tried improved the productivity of labor, whether it was more lighting or less, or longer or shorter hours of work. In time it was realized that it was the workers' aroused interest and participation in the study that was most important, not just the particular physical conditions of work. Similarly in community development programs there is an elusive quality of interest and vitality that is the first essential for success. With it a large range of programs may succeed, but without it the best of programs may fail. One of the hazards in developing a formula for success is that the elusive quality of home-grown initiative may be forgotten because of preoccupation with imposed techniques and processes.

Another condition that makes many recurrent programs of community improvement only temporarily successful is the resulting overdraft on accumulated energies and resources. A tremendous amount of nervous energy is consumed in a burst of community action and improvement. Family life may have to be sacrificed, to the detriment of wife and children. The storekeeper who failed to keep his store up to city standards may get a spurt of trade from improvement, but if he has not calculated carefully he may be unable to stand the pace year after year on his small margin of profit. The funds of money that are put into circulation to "paint up" may stimulate a brief revival of trade that will end when the money has been drained out of the community. Thus the immediate results of a community betterment campaign are sometimes misleading, and should not cause us to neglect active consideration of more underlying causes of small town decay.

A third hazard of preoccupation with standardized techniques of community organization work is well exemplified in the use to which "group dynamics" is sometimes put in community work. The Research Center in Group Dynamics at the University of Michigan is the lengthened shadow of a significant social scientist—Kurt Lewin. Group dynamics is making a

distinct contribution to our knowledge about group relationships. It has advanced our knowledge about "group maturity," has made detailed studies on how to make conferences effective, and has studied techniques of achieving understanding and teamwork within groups. But some of its many devotees have regarded it as the new technology of human relationships, of influencing people and promoting social progress. So commonly have the abler and more experienced community workers found this fetish a handicap and obstacle to effective community relationships that among many people it is discrediting itself, despite its valuable insights.

Just as group dynamics is no alternative to the slowly developed art and tradition of fine human relationships, no more can the community council and formulas for employing it take the place of the vision, understanding, culture, and economy that will make community relationships more enduring and secure.

In an able survey of experience with community councils in Michigan,* Howard McClusky points out that there is a high mortality among community councils. Out of an estimated 120 Michigan councils in existence between 1936 and 1946, almost 60 percent at some time suspended operation, with an average life of two years. Like countless other civic organizations, even the best and most successful community councils commonly have a life cycle of growing public interest and support, followed by decline into a concern of the same few citizens who would be active in other similar civic groups if the council were not in existence. The council has a distinctive advantage over other civic organizations in that it aims to be most completely representative of the citizenship interest of the entire community. But that advantage does not make the community council immune from the normal experience of civic groups. Attempts to avoid that experience through the support of councils by governmental agencies may only serve to enslave the community by enforced compliance to a program dictated from above.

There are more underlying values and problems than those of organization that we must keep in mind in our concern for the local community. And when we have those other considerations well in mind, as have the leaders in the Michigan program, changing circumstances bring about changes of emphasis and technique. We may find ourselves more occupied, for example, with educational methods which will more effectively impart community awareness, vision, and practical community competence to the rank and file of our adolescents.

*"Twelve Years of Community Councils in Michigan," by Howard Y. McClusky, augmented reprint from the University of Michigan *School of Education Bulletin*, Vol. 20, No. 8, May 1949.

Some people feel that the promotion of standard organization plans which can be readily taught the would-be "community organizer" is the practical means of saving our communities—and hence our civilization. Let us look for a moment at some groups that have been most enduringly practical and successful.

The Catholic church has long been doing effective community work in Nova Scotia, Ireland, and the United States. Its success arises in part from its historical perspective and experience, and from a wealth of cultural and organizational devices. While it keeps dominant its aims of human survival and church authority, it does not commit itself to any one formula.

In contrast to the more authoritarian culture of the Catholic church, what whole and integrated culture of community relations and values does democratic society have to offer? The people's college—community workshop, or folk school—has been similarly successful where it has kept a whole culture in the center of its attention and has kept the intimate community group as the basis of operation. Its historical perspective and freedom from preoccupation with technology and short-lived methodology has made it effective in serving the local community.

What is the place of wider culture in promoting the work of the community council? The publication *Adventure in Cooperation*,* of the New York State Bureau of Adult Education, suggests the place of values and community skills in describing the work of the Columbia, New York, community council. Readable, illustrated, mature, this "adventure in community building in a central school district" is a balanced story of community development. It took men who had a whole culture to produce it, not men merely trained in community organization. The Columbia council had concentrated on envisioning what the *good community* is, in addition to tabulating changes people wanted made. Such vision is an essential prerequisite to great achievement.

Howard McClusky presents a similar picture from Michigan:

"'Community council' is a many-sided term. Combining the resources of many agencies, a community council is usually local in character. In principle, if not in practice, it is designed to serve all elements of the community and may center on one or several subjects (e.g., health, recreation, economic development, employment) related to community well-being. For purposes of this discussion, the term 'community council' refers to that type of structure which is representative of major educational, civic, welfare, and eco-

**Adventure in Cooperation: Community Building in a Central School District* (Albany, N.Y., Bureau of Adult Education, New York State Education Dept., 24 pp., 1949).

conomic interests, and which pursues multiple goals largely under volunteer leadership. It does not include planning and recreation commissions, youth and health committees, and such enterprises as councils of churches and social agencies. . . .

"Communities, like people, differ, and the councils which serve communities are often as different as the communities they serve. Apparently variety is a common trait of community self-help.

"What conditions appear to favor the successful operation of community councils? Our data appear to support the following answers:

1. The community council needs *clear-cut goals* which are understood by council members and the organizations they represent. Overemphasis on machinery of organization (constitution and by-laws) and neglect of objectives is usually the first and often final step toward the suspension of council programs.

2. A council thrives on a *broad and inclusive membership base*. Young people, both sides of the tracks, farmers, townspeople, overall workers, white collar workers, etc., should be represented.

3. Special measures should be taken to assure *continuity of leadership*. The method of alternate or deputy leaders has been successfully used by many councils to prepare persons to take over important tasks when the original leaders have given up their responsibilities.

4. The *quality of leadership* is a crucial factor in council success. The leader who works well with others appears to be more effective than one who dominates his colleagues. This is especially true of councils with wide differences in membership.

5. The *communication of information to council members* and the organizations they represent is an important feature of successful operation. The most effective method of communication appears to be a face-to-face exchange of ideas by the persons directly involved.

6. Successful councils have made excellent use of *working sub-committees* to secure facts, diagnose community needs, and formulate plans, as well as to operate projects. These small committees may call on the services of anyone in the community, regardless of membership on the council. These committees are often the proving ground for new leaders.

7. Councils are sustained by *evidence of achievement*. Interest appears to grow when the program of the council occasionally leads to some tangible outcome which the community can see.

8. Successful councils are aware of and *make use of the resources* in and outside their communities in planning programs, in training leaders and in solving problems requiring technical and specialized knowledge.

"In conclusion, twelve years of experience with community councils in Michigan have led the writer to the following hypothesis: Community self-help is a many-sided and continuing process which advances with varying

volume and effectiveness. It transcends particular machineries like community councils but may involve them in the completion of limited projects and in the service of long-term functions. Viewed in this perspective, a community council is an instrument for guided change whose value should be judged not in terms of the performance of its operations but by the character of its achievements and the extent to which it leads the community to assume responsibility for the solution of its own problems."*

How do men develop the capacity to see the whole picture, to bring together values and techniques as is being done in Illinois, Michigan, Virginia, New York, and elsewhere? Such a whole culture does not come ready made. The vision of it may be largely lacking in the community, in the trained community organizer, in the university and in the church. One of our most pressing needs is to have our adult education deal with such a whole culture within the community setting of residential short-term people's colleges dominated by this vision. Such an environment is needed to accentuate such culture to the point that it will be sufficiently powerful and contagious to prevail.

To me rural community organization is a *means* whereby people in a *local* area (recognized as "the community") through *voluntary collective* effort set about to secure what *they* want. The disturbing thing to me is that what frequently passes for rural community organization is not that at all—often it is not local and often it is not voluntary. Furthermore, we frequently emphasize the machinery and not the working together to get needed things done.—A. F. Wileden, rural sociologist, University of Wisconsin.

The Community Development Service of the Extension Division, University of Wisconsin, is publishing bimonthly bulletins for smaller communities, their business and industry. Among them are: *Suggestions for Appraising the Industrial Potential of the Smaller Community* (13 pages); *Health Resources for Community Builders*, outlining the health services of state, university, community, and physician; and *Community Cross Section*, presenting comparative data for Wisconsin counties in specific areas of community well-being—economic stability, recreation, education, and divorce—as the basis of evaluating communities, with discussion of the significance of the data for use in study and evaluation of each aspect of one's community.

*From "Twelve Years of Community Councils in Michigan."

Reviews

Farm Surpluses: Causes and Correctives, by Leonard Hastings Schoff, Columbia University Seminar on Rural Life (New York, Columbia University, 29 pages, 1949).

This pamphlet is the first detailed study we have seen of how nationwide "hoarding" or refraining from spending and investing affects the rural economy, and, through that economy, the nation. In past issues of *Community Service News* we have pointed out the consequences to the small town of the uneven and progressive development of hoarding. In this pamphlet Mr. Schoff points out how a reduction in national spending is reflected in a reduction in prices of agricultural products more rapid than the reduction in prices of luxury goods, and twice as great. This is due to the great perishability of surpluses of agricultural products. The decline in the farmer's income and the income of communities that depend on the farmer's purchases is one of a sequence of developments in a deepening depression which results from reduced spending and investing.

Mr. Schoff might have followed his evidence a little further to demonstrate the advantage of the financier capitalist during a depression in holding surpluses of money that do not depreciate at all, but rather increase in value with the hoarding. And he might have shown that this advantage of the capitalist and the corresponding disadvantage of rural areas is chronic, placing the rural area at the mercy of the metropolis even in good times.

This pamphlet is remarkable in being one of the first to recognize the rural problem as being at heart very significantly a "fiscal" one, due to hoardability of our purchasing power in comparison with the farmer's inability to hoard. While it points out that the temporary remedy must be to maintain rural income by means of flexible price supports for agricultural products and supplying food surpluses to the unemployed, it fully recognizes that "a complete corrective [of the underlying cause of industrial paralysis and business depression] may have to be deferred until education has imparted a realization that income which has been received should be promptly expended or invested" to the point of giving the adequate market necessary to a free economic system.

Organizing for Community Action, by Clarence King (New York, Harpers, 1948, 197 pages, \$3.00).

This little book has a modest yet difficult aim. It is to provide a practical handbook for the social worker concerned with community organization. In effect it turns out to be quite general, commonsense advice on how to win allies and influence a community.

For example, it stresses the values of indirect leadership pre-eminently exemplified in the political boss (the analogy is mine). It emphasizes the slow, gradual snowball technique of enlisting the support of key people. It discusses the education and wise use of the board member as a bridge between the expert and the layman. The reader will find advice on how to sell a budget, when to kill off substandard agencies, and the merits and disadvantages of joint financing of social agencies.

Dedicated to Trygve Lie and ambitiously concluding with a statement on community organization on the international level, it leaves much to be desired. For example, does the establishment of special-purpose agencies mean that we are neglecting essential changes in the function of local government? Is the manipulation of people the best and only answer to the problem of getting around those who fail to see the need and function of welfare organizations? And how valid is this emphasis upon developing skill in manipulating people to achieve ends regarded as rightly determined by the community organizer or the social worker?

Other relevant resources for a consideration of community organization have been untapped; and some were unavailable at the time this book was published. The Industrial Areas Projects in Chicago, Hollingshead's *Elm-town's Youth*, and Ronald Lippitt's *Training in Community Relations* are sources which would be of interest to people in this field.

This, unfortunately, is the sort of book which gives substance to the appraisal of the social worker as being long on good will and artistry in handling people, but short on the theoretical and research insights which would give perspective to his work.

—EVERETT WILSON

Social Group Work, by Harleigh B. Trecker (New York, The Woman's Press, 313 pages, \$3.50).

This introduction to social group work is elementary in the extreme. Many important questions have been sidestepped; and both current theory and recent research in its field have been disregarded.

For example, it can be assumed that group work emerges as a result of the inadequacies of existing agencies and institutions. If the family, the church, recreational agencies, local government, and the schools are failing in their jobs, might the group worker better address himself to the problem within this framework rather than introduce a new agency or a new function?

What is the relevance of group work to the fruitful development of democratic processes? In an urban culture where human relationships are characterized by anonymity, impersonality, callousness, and formal controls, what has the group worker to tell us about functioning democracy?

One is impressed by the inadequate theoretical treatment given the concept of the group by Mr. Trecker. While some deference is accorded Lewin, Lippitt, Sherif and Allport in the references following each chapter, there is no discussion of their contributions to the theory of group behavior.

One could wish, too, that some recognition were accorded the empirical investigations, few as they are, which have been made and which illuminate the growing body of theory of the group. This recognition would avoid such remarkably inaccurate statements as this: "Social group work is increasingly aware that structure and organization within a group have little to do with the actual influence of the group on the individual" (page 12).

—EVERETT WILSON

THE SMALL INDUSTRIAL COMMUNITY AND ITS RAILROAD

In the January, 1949, issue of *Trains* magazine, L. A. Johnson, president of the Associated Short Line Railroads, writes of the careful study he has conducted to determine the possibilities for the community, industry, and short-line railroad of a rehabilitated short-line transportation. Communities that can benefit from cooperation with this program should investigate it. Mr. Johnson significantly considers a first essential of this cooperation to be the physical and cultural housecleaning of the small community. The following suggests Mr. Johnson's picture. We present it without passing judgment on its technical validity.

If the small community loses its branch railroad it loses one of its important business assets, one of the tools by which it can offer variety of employment in local industries which can compete with industry in larger towns.

Many small towns are losing their short-line railroads. Often their citizens regard such loss with resigned regret, having been persuaded that their loss was inevitable. But a new approach to short-line railway management in conjunction with wide-awake community and business cooperation may alter the prospects of many of these railroad lines and communities.

Short-line railroads have been dying because they have not been imaginatively managed and have been trying to maintain the technical and labor standards of the main-line railroads, using their cast-off remnants and equipment. A light railway for low-speed light and efficient equipment can take advantage of the trend toward decentralization of industry and of mass-production to achieve profitable operation. Railroads are needed for mass-production industries. But the operations of a mass-production industry do not need to be located all in one city. They can be, in America, as in Sweden, distributed among many small towns, with one town assembling the specialized products of several others. Thus the small town can compete to advantage with the city, while industry can yet keep the morale, healthier setting, and less expensive environment of the communities that supply the surplus of labor. Instead of workers commuting to work in the city, industry may commute between communities of workers.

EDUCATION FOR COMMUNITY

College and Community

The lay and professional study of community by college students is a growing concern in many universities and colleges. "Field work," "laboratory" study, or "internship" in the community is difficult to make significant, and it runs the hazard of being superficial and misleading. Immature students commonly have had little experience of being members and effective participants in a community, and, having inadequate roots in any community, look upon it only from the standpoint of the outsider. These students are sometimes prematurely assigned tasks of making community surveys, of directing community organizations, recreation leadership, and social service agency work. Such superficial experiences may result in a naïve desire to exert influence and leadership in a field where they themselves are ignorant novices. The students by such experience may have actually reduced their capacity for normal community fellowship.

As a means of building sounder understanding and community relationship of students who are studying the community, Dr. Regina H. Westcott, in the Health Department of the city of Milwaukee, is directing resident internships in family and community development. The program of this study aims to identify the student with the community and to develop freedom from cut-and-dried formulas of social group work.

The announcement of the internship for the present academic year describes the program as follows:

"Nature of the Work: Education in participation and leadership in family and community development through guided participation in the life and development of an actual community—some one selected area of the city having certain common interests and problems. The work deals with the psychological, social, emotional, and physical aspects of community life. The three stages in this education—orientation, participation without responsibility, and participation through specific responsibility—are marked by appropriate programs even though they necessarily merge.

"The methods of education include:

Lectures and discussions concerned both with current happenings and undertakings in the community and with basic principles and data.

Group conferences with local leaders regarding local situations.

Making informal surveys and the study of formal surveys.

Group conferences with city and national leaders who are making

significant contributions to some aspect of this family and community work.

Guided reading. Individual conferences.

Facilitation of the work of those students developing a special study or report as a part of their academic program.

This basic education is carried on primarily as a group process in preparation for professional work in human nurture in the community.

"Eligibility: University, seminary, and college students, of graduate or upper division standing, whose vocational interest involves some aspect of human nurture. Effort is made to include in each unit of interns representatives from such fields as medicine, social welfare, education, law, home-making, architecture, public health, the ministry, and 'group work.'

"What Does It Mean to Intern? Resident interns in the past have stated that their experience of interning has turned out to be one of the most significant of their whole lives. This is because they become appreciative and appreciated participants in the life and development of an actual community under conditions which draw them into the pulsating web of relationships which is the matrix of human growth. One of these conditions is the removal of control over the interns by the set patterns of both the academic curriculum and the campus social program, each of which is more or less artificial. The new interns find themselves in situations where they must discover their real selves, discover the community and discover a program which brings them into effective and true relationship with this particular community.

"The required period of internship is one academic semester (or quarter), because this is the period for which the various colleges and universities from which the interns have come have been willing to give academic credit. We strongly recommend, however, that the internship be of an academic year's duration where this is possible. . . .

"Guidance of participation by the interns comes from many sources:

The comments and reactions of the community members and organizations among which the interns work.

The regular staff members of the Project, augmented by the members of the contributing faculty who come in from time to time to share their experiences with the group. Workshop Sessions and Requested Discussions of Subject Matter or of relevant experiences are common forms for this aspect of guidance.

Excursions to places or institutions where related work is going on, and study of reports of family and community developments under way at some distance.

Cooperative evaluation of the emerging program, of the resultant action, and of the soundness and effectiveness of the whole develop-

mental process. This is carried on both in community groups and within the Project membership.

"All this means that the resident intern has little chance to assume the role of a spectator. He is an active participant. He comes to see with the eyes and hear with the ears of the people. Thus he comes to feel with them and to appreciate their ways and perspectives, even in those matters where he does not agree with their views. In summary, a resident intern must develop the readiness to subject himself to the changing requirements of an actively developing Project in an evolving community. Such an experience should be the first and foundational requirement of all professional people whose work involves human nurture.

"Applications: Those interested in registering for a resident-internship may secure an application form with directions by addressing: Dr. Regina H. Westcott, Consultant in Family and Community Development, Matthew Keenan Health Center, 3200 N. 36th St., Milwaukee 10, Wis."

Another significant course in community living is conducted at LaVerne College at Fresno, California. The Fresno *Bee* of July 10 carries a story of the LaVerne College project.

"Students of LaVerne College recently completed the rough carpentry on a new home for a burned-out family of Grove Avenue as part of a summer course in community living. The young people not only did the work under the project, sponsored by the Fresno Church of the Brethren, but also paid for the privilege.

"The students, who started with no knowledge of carpentry, donated their labor as part of a Church of the Brethren project designated as Students in Community Living. The Brethren Service Committee underwrites the educational expense of the Community Living Project, and the Church of the Brethren provides lodging, but each student pays \$1 a day for food.

"In addition to the building of the house, the students heard discussions of community agencies, cultural and social activities in Fresno, and the relations between labor and management in the Fresno area."

—GRISCOM MORGAN

The Danish Folk High Schools, by Fridlev Skrubbeltrang (published in Denmark, 1947, 85 pp.; available from Community Service, Inc., \$2.50).

Adult Education and the Struggle for Peace, by the International People's College (published in Denmark, 1949, 400 pp.; available from Community Service, Inc., \$5.00).

These two books from the Danish and international folk school movement together bring us up to date in the thoughts, development and circumstances of the people's college and folk school.

Adult Education and the Struggle for Peace is a well illustrated and rich anthology of articles and essays on the environment, thought and work of the International People's College, Elsinore, and other folk schools in Denmark and elsewhere. It is contributed by teachers, students and friends of the college on its twenty-fifth anniversary.

Although Denmark and Scandinavia loom large in this volume, a unique internationalism has come into being at the People's College and here makes its appearance. Internationalism at the College is taking on flesh and blood and personality, ceasing to be a mere conglomeration of national cultures forced together by a shrinking world and barely touched by the idealists' hope.

There can scarcely be a world or international culture unless there are small communities to which people from throughout the world come together in intimate association, each nationality to some extent modifying the others on a common basis of understanding created within the intimacy of the vital and progressive small community.

The International People's College is founded on the need of a world civilization for a university of the world small enough—as such universities have been when most productive—to let the world mingle intimately so as to become a community. Peter Manniche expresses this mission of the International People's College as follows:

"Renewal usually comes in small groups. Those who have really experienced fellowship in a small international community, and later, in silence, have endeavored to interpret to God and their conscience the experience they have gained, ought to have special qualifications for giving to the world values which can strengthen international cooperation." In their anniversary volume the teachers, students and friends of the International People's College demonstrate those qualifications in the quality of their new developing thoughts and culture.

The book is divided into four parts. First is a series of essays about the People's College itself. A group of essays on the cultural background of the People's College forms the second part. It ranges from a discussion of internationalism—or supernationalism—in education to excellent essays on the folk school, on Grundtvig, and a penetrating study of Scandinavia. Part three surveys adult education—particularly in terms of the people's college—in other lands, and part four reviews other active fields of work to promote peace. Fifty-four essays are included from many able people throughout the world.

The Danish Folk High Schools is an excellent survey of the Danish folk schools, their history, wartime experience and post-war development. It is well written, up-to-date, and attractively printed and illustrated.

Experimental Communities

Conference on Social Participation on the Community Level: Report of Proceedings, edited by Ernest E. Neal, 25 pages; and *Participating Experimental Communities*, 23 pages; mimeographed (Tuskegee Institute, Rural Life Council, Tuskegee, Alabama, 1949).

The report of this conference on social experimentation on the community level is an authentic and readable survey of some of the best experimentation within primary-group communities in the South. It gives us the well developed and mature understanding of people who have spent many years working in true self-help communities.

The more detailed account of *Participating Experimental Communities* will be valuable to those desiring to make a more intimate study of individual community projects.

The following extracts from the conference report are particularly valuable and are representative of the conference.

This two-day conference brought out in bold relief the problem of the small, independent farmer in a changing economy. He finds himself without the means or the technical know-how to get in step with the trend. It also pointed out that the professional workers are aware of the change, but do not have adequate staff or resources to help the farmers make these changes. It is hoped that the organization formed by the representatives at the conference will be the instrument to help them better understand the nature of the problems and through collective efforts to do something to improve the situation. . . .

Most of these projects are operating in communities of small land-owners. These communities are characterized by small farms, large families, and a low level of agricultural technology. This suggests that the land available for ownership by low-income families is either land that the plantation operators have mined of all its fertility or hill land that never possessed much fertility. The land of high or potentially high fertility is still in the possession of the large landowners and operated by tenants or paid farm laborers. The problem that came out time after time in this conference was that the community had too many people and too few resources.

During a panel discussion the following was brought out by the members:

The community is the adaptive mechanism that a population utilizes for survival. Therefore, there is a very close correlation between the degree of community organization and the development of resources available to the community.

The social organization that has existed so long in the rural South is in the process of changing. This accounts for our renewed interest in rural community organization. The picker is displacing hands. All the growth of farm mechanization, pasture, and livestock has made tremendous progress in the last decade. The old traditional tenant farm organization is on its way out. The new type of social organization is emerging. Its contours are dimly visible. We do not know what it will be; we do know, however, that rural communities will be regrouped to fit into a mechanized and livestock farming program. The people being pushed off the farms will not find job opportunities as fast as they are displaced. In all likelihood the number of subsistence farmers will increase during the transition period. The subsistence farm community will be in a much more precarious position than at any time in history, because industrialization and urbanization have so completely dominated our society that most of the arts of self-sufficiency have been lost. People must have money income either from the sale of their labor or through relief of some sort.

The Rural Center must help the people to work out the best possible adjustment during this transition period, and these centers must help the government and welfare agencies to devise the most effective methods to supplement the efforts of the people in making these adjustments.

The leadership needed for this transition period is not being trained in the established institutions of the South. The problem is too complex for a specialist. The leader needed to cope with rural economy must be a "generalist," that is, his academic training should include a knowledge of population, human ecology, agronomy, agriculture, economics, rural sociology, and social psychology. It is not expected that the generalist will master any of these fields of study, but community problems cut across all of them. The generalist must have a working knowledge of all of these areas so that he can fit the specialists into their proper relationship in planning for better rural communities.

The training of generalists is not enough. If effective community planning is done, then the local leaders in the community must be brought into the training program, because it is they and not the professional leaders who will bring about the change.

In a talk on "The Guiding Principles of the American Missionary Association in the Rural Community Development," Ruth Morton, Director of Schools, American Missionary Association, New York City, defined principles that apply to "primary community" service work everywhere.*

*This address has been published independently by the American Missionary Association, 287 Fourth Avenue, New York 10.

"In our centers," she said, "we recognize that all of the learning must be concrete. We also need to recognize some ways of working with adults. Our responsibility in educating adults is not so much to give actual information, as to see and hear and understand what they see and hear. We as teachers are so interested in teaching that we do not allow people to learn. Our task is to motivate people. In choosing our leaders, we like to have skilled people, but people are not employed for this reason. They are important because we think they can get people to think. These Centers are thought centers. No organization or person can solve any other person's or organization's problems.

"We put a good deal of stock in Cooperatives and Credit Unions, not because they are the most important, but because they teach the basic social elements of working and living together. Then they serve to awaken and enliven people. The transition from selfish to unselfish ends develops best in the intimate give-and-take of group life. In all our Community Centers we lay the great stress on working together. If you are going to be in an adult education program, you have to take the whole family.

"We believe in the little people. We believe in their ultimate ability to solve their own problems. In our projects we differ in two ways. We give a leader, and physical facilities, to each community. We are intent on getting people to stand on their own feet. It may surprise you when I say that we do not select anyone for the American Missionary Association on training in school. No one community project is the leader's pet plan. It is group leadership. Our leaders have to be modest, self-effacing, and not too good talkers. They must listen to people and understand them. All of our leaders have to identify themselves completely with the community. When they go into the community they are to proceed slowly and soundly. They must be able to grasp and find ideas. We are all here to learn and not to teach. Leaders have to have the technique for developing a group process. The people have to be listened to and trusted. In getting started we say to our workers—be simple, respectable, and thought-provoking. There should be a minimum of advertising, but if a thing gets around, that is good."

Experimental Communities participating in the Tuskegee conference.

The Highlander Folk School is an experiment with mountain people dependent on worn-out coal mines, cut-over timber, a summer resort and a college for livelihood. The school has provided the people with a library, nursery school, health facilities, adult education and scientific farm management. These efforts have helped the people, but try as hard as it may the school has not been able to develop the local resources to the point to provide adequate living for the ever-increasing population. The school has recognized the fact that training for migration must be a part of its educational pro-

gram also. Consequently people are educated for job opportunities in nearby Chattanooga and far-off Detroit.

The program in Harris-Barrett Community is a project in low-cost houses. Tuskegee Institute supplies the technical leadership, the part-time farmers in this community supply the sand, labor, and cash needed for cement, roofing, doors, windows, plumbing and electrical fixtures.

At Cross Roads Community, another project sponsored by Tuskegee Institute, the problem is to reverse the trend from subsistence to commercial farming.

The Log Cabin Community in Sparta, Georgia, is demonstrating the effectiveness of large-scale commercial farming under sympathetic and intelligent leadership. All farming practices in the Log Cabin Community are scientific and market-oriented. Emphasis is placed on quality.

In the Macedonia Cooperative Community, scientific utilization of the natural resources is under way. The 820-acre plot has timber and land suitable for pasture and livestock. The people on this cooperative project are tree and dairy farmers. This is an experiment in cooperative living. The aim is not only to make money, but to provide educational, recreational, and health facilities for the people.

Bricks, Dorchester, Lincoln and Cotton Valley Centers are projects of the American Missionary Association. They provide buildings and professional workers to help the rural families in these areas to find a better way of life. At Bricks the emphasis is on educating tenant farmers to become landowners. This education is received on the farms owned and operated by the Bricks Center. The project at Dorchester is an experiment in Credit Unions, political action and a health clinic. Cotton Valley is an experiment in community clinics.

The work at Marion Cooperative is an experiment in transitional agriculture. The farmers are in the process of going from cotton to cattle. In this process many farm families are being displaced. They need education and training for industrial urban centers. Those who remain need education, training and credit. Credit Unions and Farmers' Purchasing Cooperatives are techniques being tried.

Sabine Farms represents a farm settlement project that was set up by federal funds, but federal funds were finally withdrawn. A private college took over where the government left off. This is now an experiment with a group of ex-tenant farmers becoming landowners, with education provided by the college. The method used here is a Farmers' Marketing and Purchasing Cooperative. This experiment is proving rather successful. The turnover of families has been negligible, the rate of payments is ahead of schedule. The Farmers' Cooperative has been financially successful.

INDEX. Volumes VI and VII of *Community Service News*

(January, 1948, to December, 1949)

This index is in three parts: Part I, Books Reviewed; Part II, Places and Organizations; and Part III, General.

References are to volume and page, together with the date of the issue in which the item occurs, as "VI, 114, Sept. 48," for "Vol. VI, page 114, September-October, 1948."

Titles of major items are in caps and small caps.

Abbreviations used are: rev., reviewed; qn., quotation.

PART I. BOOKS REVIEWED

- Adult Education and the Struggle for Peace*, International People's College, VII, 144, Nov. 49
- Abuse of Learning, The*, Frederick Lilge, VII, 85, May 49
- Admission and Resettlement of Displaced Persons*, Frank L. Auerbach, VII, 85, May 49
- Adventure in Cooperation: Community Building in a Central School District*, N.Y. State Education Dept., VII, 135, Nov. 49
- Annual Report of Cooperative Extension Services*, Govt. of Saskatchewan, VII, 92, May 49
- Annual Report of the Adult Education Division*, Govt. of Saskatchewan, VII, 47, Mar. 49
- AREI: Southern Illinois, Inc.'s Planning Commission Reports and Suggestions*, VII, 87, May 49
- As You Sow*, Walter Goldschmidt, VI, 123, Sept. 48
- Autonomous Groups and Mental Health*, VII, 20, Jan. 49
- Christian Living in Rural Communities*, Gordon P. Jones, VII, 25, Jan. 49
- College Education in Community*, review of college field programs in community organization, VII, 141, Nov. 49
- Community Canning Centres*, Emmie Ducie, VII, 74, May 49
- Community Center Planning*, Govt. of Saskatchewan, VI, 154, Nov. 48
- Community Education in Action*, Am. Assn. for Adult Education, VI, 155, Nov. 48
- Community in American Society, The*, John A. Kinneman, VI, 13, Jan. 48
- Community Recreation*, Harold D. Meyer and Charles Brightbill, VII, 5, Jan. 49
- Community Survival*, Univ. of Ill. Ext. Serv. bull., VII, 87, May 49
- Conference on Social Participation on the Community Level*, VII, 145, Nov. 49
- Danish Folk School, The*, Fridlev Skrubbeltrang, VII, 144, Nov. 49
- Differential Birthrates in Michigan*, J. Allan Beegle, VII, 106, Sept. 49
- Family Farm Policy*, Joseph Ackerman and Marshall Harris, VI, 124, Sept. 48
- Farm Surpluses: Causes and Correctives*, Leonard Hastings Schoff, VII, 138, Nov. 49
- Farming and Democracy*, A. Whitney Griswold, VII, 48, Mar. 49
- Findings of the 1947 and 1948 Iowa Community Development Workshop*, Iowa Council for Better Education, VII, 87, May 49
- First Annual Report*, Earlham College, Program of Community Studies, Wm. W. Bidle, director, VII, 47, Mar. 49
- First Annual Report*, Tomahawk, Wis., Community Development Bureau, VII, 87, May 49
- Full Employment in Your Community*, Upjohn Inst. for Community Research, VI, 95, May 48
- Help Yourself*, Michigan Dept. of Public Instruction, VI, 9, Jan. 48
- Houses for Family Living*, Woman's Foundation, VI, 153, Nov. 48
- It Pays to Talk It Over*, Natl. Inst. of Public Relations, VI, 13, Jan. 48
- I Quit Monster Business*, T. K. Quinn, VII, 12, Jan. 49
- Information Sources for Small Business*, James C. Yocum, VII, 14, Jan. 49
- It Happened in Taos*, J. T. Reid, VI, 126, Sept. 48
- Methodist Church and the Rural Community, The*, David E. Lindstrom, VII, 25, Jan. 49
- Migration and Education*, Edmund deS. Brunner, Wesley Lorimer, and Floyd Dotson, VII, 106, Sept. 49
- National Rural Policy for the Methodist Church*, A. John Baxter Howes, VII, 25, Jan. 49
- Neighborhood Unit Plan: Its Spread and Acceptance, The*, James Dahir, VI, 15, Jan. 48

- Opportunities and Responsibilities of Town and Country Churches*, Committee on Town and Country, VII, 25, Jan.49
- Organizing for Community Action*, Clarence King, VII, 139, Nov.49
- Organizing the Community Conscience*, Kenneth Beam, VII, 50, Mar.49
- Our Plundered Planet*, Fairfield Osborn, VI, 125, Sept.48
- Pattern of Rural Settlement*, Carl C. Taylor, VI, 17, Jan.48
- Psychosocial Medicine, A Study of the Sick Society*, James L. Halliday, VII, 82, May 49
- Reclamation of Independence*, Willis Nutting, VI, 133, Nov.48
- Rousseau and Totalitarianism*, Robert Nisbet, VII, 20, Jan.49
- Rural Community and Its School, The*, Lorene K. Fox, VII, 46, Mar.49
- Small Business: Its Place and Problems*, A. D. H. Kaplan, VII, 14, Jan.49
- Small Town and Country Church, The*, Edwin A. Hunter, VI, 16, Jan.48
- Social and Psychological Factors Affecting Fertility*, Clyde V. Kiser and P. K. Whelpton, VII, 106, Sept.49
- Southern Illinois*, Executive Committee of Southern Illinois, Inc., VII, 114, Sept.49
- Springville on the March*, Ruth Hillis, VII, 50, Mar.49
- Social Group Work*, Harleigh B. Trecker, VII, 139, Nov.49
- Social Work Yearbook*, VII, 86, May 49
- Study of the Problems of Small Towns*, New Hampshire State Planning and Development Commission, VII, 87, May 49
- Study of the Values of Rural Living*, A. W. A. Anderson, VI, 94, May 48
- That They All May Be One*, National Council of Community Churches, VII, 90, May 49
- These Things We Tried*, Jean and Jess Ogden, VII, 45, Mar.49
- Toward Public Understanding of Social Casework*, Viola Paradise, VI, 94, May 48
- Towards a Common Life*, Church of England, VII, 23, Jan.49
- TVA and the Grass Roots*, Philip Selznick, VII, 84, May 49
- Twelve Years of Community Councils in Michigan*, Howard Y. McClusky, VII, 134, Nov.49
- Twentieth Century Pioneers*, New Dominion Series leaflet, VI, 94, May 48
- Vermont's Agricultural College Graduates*, Vt. Ag. Exp. Sta. Bull., VII, 28, Jan. 49
- We Shall Re-Build: The Work of the Iona Community on Mainland and on Island*, George F. McLeod, VII, 25, Jan.49

PART II. PLACES AND ORGANIZATIONS

- Alabama Education Assn., VI, 44, Mar.48
- Alpine, Tenn., VII, 121, Sept.49
- Altona, Manitoba, VI, 59, Mar.48
- Am. Assn. for Adult Education, VI, 155, Nov. 48; VII, 125, Sept.49
- Am. Council for the Community, VII, 124, Sept.49
- Am. Country Life Assn., VII, 51, Mar.49; VII, 124, Sept.49
- Am. Missionary Assn., VII, 146, Nov.49
- Annecy, France, VI, 56, Mar.48
- Antioch College, VI, 108, Sept.48
- Argentina, S.A., VII, 73, May 49
- Arvin, Dinuba, and Wasco, Calif., VI, 122, 123, Sept.48
- Assn. for the Study of Community Organization, VI, 125, Sept.48
- Atlanta, Ga., VI, 35, Mar.48
- Bangor, Pa., VI, 138, Nov.48
- Bennet, Nebr., community church, VII, 22, Jan.49
- Boimondeau, France, VII, 79, May 49
- Brattleboro, Vt., VI, 117, Sept.48
- Brethren Service Committee, VI, 54, Mar.48
- Bricks Rural Life School, VII, 148, Nov.49
- British Council of Churches, VII, 91, May 49
- Burial Aid Society of Altona, Manitoba, VI, 59, Mar.48
- Canadian Assn. for Adult Education, VI, 140, Nov.48
- Canadian Federation of Agriculture, VI, 19, Jan.48
- Canadian Handicrafts Guild, VI, 19, Jan.48
- Carnival Caravan, The, VII, 5, Jan.49
- Celo Community, VI, 31, Jan.48
- Central Planning Authority of Victoria, VI, 56, Mar.48
- Chautauqua County, N.Y., VII, 46, Mar.49
- Clarksville, Tenn., VII, 35, Mar.49
- Colombia, S.A., VII, 73, May 49
- Columbia Basin Joint Investigations, VI, 17, Jan.48
- Committee for Economic Development, VI, 126, Sept.48
- Committee on Autonomous Groups, VII, 40, Mar.49
- Community Chests and Councils, VII, 124, Sept.49
- Community Life Training Inst., Simcoe Co., Ont., VI, 18, Jan.48
- Cooperative Mutual Benefit Assn. of Regina, Sask., VI, 60, Mar.48
- Cooperative Recreation Service, Delaware, O., VI, 13, Jan.48
- Coordinating Councils, VII, 50, Mar.49
- Cornell University, VII, 60, Mar.49

- Country House of the Inst. of Sociology, VI, 111, Sept.48
 Country Women's Assn., VI, 56, Mar.48
 Coventry, England, VI, 15, Jan.48
 Danebod Folk School, Tyler, Minn., VI, 47, Mar.48
 Denmark, VII, 27, Jan.49
 Dodgeville, Wis., VII, 5, Jan.49
 Doane Agricultural Service, VII, 53-56, Mar.49
 Earlham College, VI, 116, Sept.48; VII, 47, Mar.49
 Edinburgh, Scotland, VI, 81, May 48
 Edmonton, Alberta, VI, 154, Nov.48
 Evanston Township Community College, VII, 72, May 49
 Farm Bureau Federation, VI, 121, Sept.48
 Federal Council of Churches, VI, 13, Jan.48
 Federation of Community Organizations, VI, 113, Sept.48
 Flint, Mich., "fringe area," VI, 60, Mar.48
 Georgia Citizens Council, VI, 13, Jan.48
 Glen Homestead, VI, 61, Mar.48
 Great Britain, educational centers, VII, 68, May 49
 Grundtvig Folk School, VI, 46, Mar.48
 Guatemala, VI, 133, Nov.48
 Harris-Barrett Community, VII, 148, Nov.49
 Hidden Springs, N.J., VII, 128, Sept.49
 Highlander Folk School, VII, 149, Nov.49
 Illinois Education Assn., VII, 72, May 49
 Illinois Experiment in Community Self-Analysis, VII, 53, Mar.49
 Illinois, University of, Extension Service, VII, 87, May 49; VII, 123, Sept.49
 India, VII, 34, Mar.49; VII, 66, May 49
 Institute of Ethnic Affairs, VII, 75, May 49
 International People's College, VII, 143, Nov. 49
 Iona Community, VI, 139, Nov.48
 Iowa Council for Better Education, VII, 59, Mar.49; VII, 87, May 49
 Jordan Area Council, VI, 155, Nov.48
 Juhl, Michigan, Danish cooperative community enterprise, VI, 54, Mar.48
 Kalamazoo, Mich., VII, 123, Sept.49
 Kenosha, Wis., VI, 48, Mar.48; VI, 145, Nov. 48
 Kentucky, Univ. of, Bureau of Community Service, VII, 56, Mar.49
 "Kibbutz EFal," Israel, VI, 92, May 48
 Kirkridge Fellowship, VI, 138, Nov.48
 Labor community of Boimondeau, VII, 79, May 49
 Lancaster County, Pa., VI, 122, Sept.48
 LaVerne College, Fresno, Calif., VII, 143, Nov.49
 LePlay House, VI, 111, Sept.48
 Loveland, Ohio, VII, 122, Sept.49
 Macedonia Cooperative Community, VI, 31, Jan.48; VII, 148, Nov.49
 Machinery and Allied Products Inst., VI, 126, Sept.48
 Madura, India, VII, 99, Sept.49
 Manitoba, Canada, VII, 73, May 49
 Manitoba Federation of Agriculture, folk school, VI, 140, Nov.48
 Marguisats community, France, VI, 56, Mar.48
 Marietta College, VII, 122, Sept.49
 Michigan Committee on Community Institutes, VI, 10, Jan.48
 Michigan, Univ. of, Community Adult Education, VI, 94, May 48; VII, 122, Sept.49
 Mississippi, VI, 82, May 48
 Moinee, Wis., winter skating group, VI, 54, Mar.48
 Monongahela Power Co., "Territorial Development" program, VII, 122, Sept.49
 Montana Study, VII, 4, Jan.49; VII, 124, Sept.49
 Montreal Community Councils Committee, VI, 154, Nov.48
 Natal, S. Africa, VI, 111, Sept.48
 National Assn. of Parish Councils, England, VI, 58, Mar.48
 National Board of Home Missions, VII, 125, Sept.49
 National Committee for Mental Hygiene, VI, 14, Jan.48
 National Council for Community Improvement, VII, 61, Mar.49; VII, 124, Sept.49
 National Council of Community Churches, VI, 16, Jan.48; VII, 22, Jan.49; VII, 90, May 49
 National Council of Social Service (British), VII, 90, May 49
 National Education Assn., VI, 75, May 48; VII, 71, May 49; VII, 125, Sept.49
 National Farm Chemurgic Council, VI, 82, May 48
 National Institute of Public Relations, VI, 13, Jan.48
 National Mental Health Foundation, Inc., VI, 16, Jan.48
 National Planning Assn., VII, 124, Sept.49; Committee on the Community, VII, 61, Mar.49
 New Hampshire State Planning and Development Commission, VII, 87, May 49
 New South Wales, VI, 56, Mar.48
 New Towns Committee, England, VI, 56, Mar.48
 New York State Bureau of Adult Education, VII, 133, Nov.49
 Nooroona, Holbrook, N.S.W., VI, 56, Mar.48
 North Atlantic Regional Conf. on Rural Life and Education, VII, 29, Jan.49
 North Lima, Ohio, VII, 122, Sept.49
 Nova Scotia, VII, 124, Sept.49
 Nuriootpa, Community Center, Barossa Valley, Australia, VI, 112, Sept.48
 Nutrition Research Laboratories, Coonor, India, VI, 114, Sept.48
 Oaxaca, Mexico, VI, 55, Mar.48
 Ohio Farm Bureau, advisory councils, VII, 124, Sept.49
 Ohio State University, Small Business Information Center, VI, 86, May 48

- Oklahoma A & M Community Program, VII, 58, Mar.49
 Ontario Cooperative Union, VI, 80, May 48
 Ontario Farm Radio Forum, VI, 143, Nov.48
 Oregon, county planning commissions legislation, VI, 60, Mar.48
 Penns Creek, Pa., VII, 111, Sept.49
 Pottawattami County, Iowa, VI, 122, Sept.48
 Presbyterian Board of Missions, VII, 121, Sept.49
 Program of Community Studies, Earlham College, VII, 47, Mar.49
 Puerto Rico, VI, 54, Mar.48
 Robert Owen Foundation, VI, 158, Nov.48
 Royal Commission on Population, VII, 112, Sept.49
 Rural Recreation Service, VII, 5, Jan.49
 Rural Life Assn., VII, 126, Sept.49
 Sabine Farms, VII, 148, Nov.49
 San Diego County Coordinating Councils, VI, 159, Nov.48
 Saskatchewan, Govt. of, Dept. of Cooperation, VII, 92, May 49; Dept. of Education, VI, 154, Nov.48; VII, 47, Mar.49
 School of Community Living, VI, 61, Mar.48
 Simcoe County, Ont., VI, 18, Jan.48; VII, 19, Jan.49; VII, 47, Mar.49; VII, 124, Sept.49
 Sociedad Fraternal Hutteriana, Primavera, Alto Paraguay, VI, 158, Nov.48
 Society of Brothers, VI, 58, Mar.48
 Southern Illinois, Inc., VII, 87, May 49; VII, 114, 122, Sept.49
 Spruce Pine, N.C., VII, 13, Jan.49
 Stride Exchange, VII, 115, Sept.49
 Stuyvesant Town, VI, 15, Jan.48
 Swankirk, Germany, VII, 35, Mar.49
 Taos, N.M., VI, 126, Sept.48
 Tomahawk, Wis., Regional Chamber of Commerce and Community Development Bureau, VII, 87, May 49
 Tupelo, Miss., Community Development Project, VII, 54, Mar.49
 Tuskegee Institute, VII, 145, Nov.49
 United Trade Dollar Exchange, VII, 77, May 49
 Upjohn Institute for Community Research, VI, 95, May 48; VII, 87, May 49; VII, 123, Sept.49
 Upper Monongahela Valley Assn., VII, 123, Sept.49
 Val-des-Bois, France, VI, 85, May 48
 Valence, France, VII, 79, May 49
 Vermont Adult Education Assn., VI, 117, Sept.48
 Virginia, Univ. of, Bureau of Community Service, VI, 94, May 48; VII, 45, 57, Mar.49; VII, 123, Sept.49
 Warwick County, Va., Mennonite community, VI, 94, May 48
 West Pubnico, Nova Scotia, VI, 55, Mar.48
 Williamsburg, Ind., VI, 116, Sept.48
 Wisconsin, Univ. of, Bureau of Community Development, VII, 123, Sept.49; VII, 137, Nov.49
 Woergl, Austria, VII, 35, Mar.49
 Woman's Foundation, VI, 153, Nov.48
 World Council of Churches, VI, 151, Nov.48
 Yellow Springs, Ohio, VI, 71, May 48; community council, VII, 122, Sept.49

PART III. GENERAL

- Books reviewed are listed also in this section, by subject only.
- Abercrombie, Patrick, British planner, VI, 15, Jan.48
- ADULT EDUCATION
- Adult Education and the Struggle for Peace*, Internatl. People's Coll., rev., VII, 144, Nov.49
Adult Education Bulletin, VII, 71, May 49
 ADULT SCHOOL MOVEMENT, THE, H. I. Clipstone, qn., VII, 71, May 49
Annual Report of the Adult Education Division, Saskatchewan, rev., VII, 47, Mar.49
Report of the Manitoba Commission on Adult Education, VII, 73, May 49
 THEY DID IT THEMSELVES, VI, 117, Sept. 48
 URBANIZATION UNLIMITED, Arthur E. Morgan, VII, 73, May 49
- AGRICULTURE
- As You Sow*, Walter Goldschmidt, rev., VI, 123, Sept.48
- DOES MORE MACHINERY MEAN LARGER FARMS? VII, 78, May 49
Family Farm Policy, Joseph Ackerman and Marshall Harris, rev., VI, 124, Sept.48
 "FANNY FARMER," THE, VI, 119, Sept.48
Farm Surpluses: Causes and Correctives, Leonard Hastings Schoff, rev., VII, 138, Nov.49
Farming and Democracy, A. Whitney Griswold, rev., VII, 48, Mar.49
 HAVE ENOUGH MONEY . . . WHAT NOW?, Wallace E. Ogg, VI, 106, Sept.48
 HUMAN SIDE OF FARMING, THE, Charles J. Galpin, VII, 27, Jan.49
Our Plundered Planet, Fairfield Osborn, rev., VI, 125, Sept.48
Pattern of Rural Settlement, Carl C. Taylor, rev., VI, 17, Jan.48
 TOO MUCH FOOD?, Theodore W. Schultz, VI, 84, May 48
 VERMONT AGRICULTURE GRADUATES SERVE FARMERS, VII, 28, Jan.49
 WHAT'S AHEAD FOR NORTHEASTERN AGRICULTURE?, F. F. Hill, VII, 29, Jan.49

Allee, C. W., VI, 106, Sept.48
 Altekarr, A. S., VII, 95, May 49
Alternative to Futility, D. Elton Trueblood, qn., VI, 113, Sept.48
 Anderson, Alvin T., VII, 53, Mar.49; VII, 123, Sept.49
 Anderson, W. A., VI, 84, 88, 94, May 48
 Arayanayakam, E. W., VII, 34, Mar.49
 ARTHUR E. MORGAN TO SERVE IN INDIA, VI, 159, Nov.48
 ARTHUR MORGAN WRITES FROM INDIA, VII, 34, Mar.49; VII, 66, May 49
 ASSEMBLING OF OURSELVES TOGETHER, THE, James Nicoll, VI, 37, Mar.48
Atlantic Monthly, VI, 6, Jan.48
 Ausden, George G., VI, 42, Mar.48
Automobile Facts, VI, 118, Sept.48
 Bailey, C. W., banker, VII, 35, Mar.49
 Beam, Kenneth, VI, 159, Nov.48; VII, 50, Mar.49
 Beckman, Theodore, VI, 86, May 48
 Beers, Howard, VII, 56, Mar.49
 Belcher, John C., VI, 55, Mar.48
 Bellamy, Edward, VI, 102, Sept.48
 Berger, Rolland, VII, 123, 125, Sept.49
 Beston, Henry, VI, 160, Nov.48
 Biddle, Wm., VI, 116, Sept.48; VII, 47, Mar. 49
 BIG BUSINESS DEFENDS ITSELF, from *Du Pont Magazine*, VII, 13, Jan.49
 BIG FARM—FAMILY FARM, VI, 122, Sept.48
 BIG MEN IN SMALL TOWNS, VII, 13, Jan.49
 BIRTH RATES, MIGRATION, AND COMMUNITY SURVIVAL, VII, 106, Sept.49, reviews of publications on population.
 Bittermann, Norman, VII, 122, Sept.49
 Blondel, Jacques, VI, 56, Mar.48
 Bone, A. J., VI, 49, Mar.48
 Boodin, John F., VI, 128, Sept.48; VI, 157, Nov.48
 Brandeis, Louis D., VI, 53, Mar.48
 Brightbill, Charles, VII, 5, Jan.49
 BRINGING MANUFACTURING CLOSER TO THE SOIL, D. Howard Doane, VI, 82, May 48
 BRITISH CHURCHES URGED TO SERVE COMMUNITY, VII, 90, May 49
 Bromage, Arthur, VI, 60, Mar.48
 Brownell, Baker, VII, 4, Jan.49; VII, 119, 124, Sept.49
 Brunner, Edmund deS., VI, 41, Mar.48; VII, 106, Sept.49
 Brunner, Emil, VII, 7, Jan.49
 Butler, George D., VII, 47, Mar.49
Capitalism, Socialism and Villagism, Bharatan Kumarappa, qn., VI, 114, Sept.48
 Childhood environment, VI, 6, Jan.48
 CHINESE INTELLECTUALS HEADING FOR RURAL COMMUNITIES, Bengt Hoffman, VII, 131, Nov.49
Christian Century, VI, 14, Jan.48; VI, 134, Nov.48
Christian Colonies Advocate, VII, 91, May 49

Christian Community, The, VI, 16, Jan.48; VII, 22, Jan.49
Christian News-Letter, VI, 57, Mar.48
Christian Rural Fellowship Bulletin, VI, 152, Nov.48

CHURCH AND COMMUNITY

Christian Living in Rural Communities, Gordon P. Jones, rev., VII, 25, Jan.49
Church and the Disorder of Society, The, VI, 151, Nov.48
 COMMUNITY RELIGION AND THE CHURCH, Griscorn Morgan, VII, 21, Jan.49
Hymns of the Rural Spirit, VI, 13, Jan.48
 "Ministers on the Move," VII, 50, Mar.49
We Shall Re-Build: The Work of the Iona Community on Mainland and on Island, VI, 139, Nov.48; rev., VII, 25, Jan.49
 WORLD-VIEW FOR COMMUNITY, A, VI, 150, Nov.48

Church in the World, The, VII, 91, May 49

CHURCHES VIEW RURAL LIFE, THE, VII, 25, Jan.49, reviews of publications on church and community.

Small Town and Country Church, The, Edwin A. Hunter, rev., VI, 16, Jan.48
That They All May Be One, National Council of Community Churches, rev., VII, 90, May 49

THAT THEY MAY BE ONE, VII, 22, Jan.49
Towards a Common Life, Church of England, rev., VII, 23, Jan.49

City planning, VII, 11, Jan.49
 "Civic Planning and Traffic," in *Providence News and Views*, VI, 49, Mar.48

Clipstone, H. L., VII, 71, May 49

Cole, Stewart G., VI, 44, Mar.48

College and community, VII, 119, Sept.49

COLLEGE COMMUNITY PROGRAM, A, VI, 116, Sept.48

COLLEGE AND COMMUNITY, VII, 141, Nov.49
 Colley, Louise, VI, 18, Jan.48

Comerford, John, VI, 143, Nov.48

Common Ground, VI, 90, May 48

COMMON MAN, THE, Rufus M. Jones, VI, 104, Sept.48

Common Room, VII, 67, 68, May 49

Community, VI, 56, Mar.48

COMMUNITY ABROAD

Chinese Intellectuals Heading for Rural Communities, Bengt Hoffman, VII, 131, Nov.49

COMMUNITY IN AUSTRALIA, VI, 112, Sept. 48

"Happiness Anonymous," VI, 111, Sept.48

"Highland Communities," VI, 57, Mar.48

Marguisats community, VI, 56, Mar.48

NEW SOCIAL EXPERIMENT, A, VI, 92, May 48

Parsecs, VII, 34, Mar.49

SURASHTRAS OF MADURA, THE, VII, 99, Sept.49

- THOUGHTS ON THE VILLAGE, VI, 109, Sept. 48
 COMMUNITY AND HISTORY, VI, 42, Mar. 48
 COMMUNITY AND HUMAN SURVIVAL, Report of the Sixth Annual Conference on the Small Community, VII, 119, Sept. 49
 COMMUNITY AND THE CORRECTIONAL PROCESS, THE, Austin H. McCormick, VII, 49, Mar. 49

Community Broadsheet, VI, 57, Mar. 48
 COMMUNITY CENTERS FOR ADULT EDUCATION, VII, 67, May 49

Community centers in Australia, VI, 56, Mar. 48

Community Consciousness in Puerto Rico, VI, 54, Mar. 48

COMMUNITY COUNCILS

COMMUNITY COUNCIL AND THE COMMUNITY, THE, VII, 133, Nov. 49

"Community Council and the Community, The," Harold V. Miller, qn., VI, 86, May 48

Community Councils in Michigan, Howard Y. McClusky, qn., VII, 136, Nov. 49

Organizing the Community Conscience: A Guide for Officers and Members of Coordinating Councils, Kenneth Beam, rev., VII, 50, Mar. 49

COMMUNITY ECONOMICS

"Community Council and the Community, The," Harold V. Miller, VI, 86, May 48

ECONOMICS PLUS, Peter Maurin, VI, 85, May 48

Full Employment in Your Community, Upjohn Inst., rev., VI, 95, May 48

"History of the United Trade Dollar Exchange. Inc., Chicago, Ill.," VII, 77, May 49

I Quit Monster Business, T. K. Quinn, rev., VII, 12, Jan. 49

INDUSTRIAL CENTRALIZATION, VI, 51, Mar. 48

Information Sources for Small Business, James C. Yocum, rev., VII, 14, Jan. 49

LESSON FROM HISTORY, A, Griscom Morgan, VII, 75, May 49

Meeting the Needs of Small Business, Committee for Economic Development, VI, 126, Sept. 48

"PARTICIPATION OF THE MANY, THE," qn. from Louis D. Brandeis, VI, 53, Mar. 48

PROGRESSIVE COMMUNITIES POINT THE WAY TO NATIONAL PROSPERITY, Griscom Morgan, VII, 35, Mar. 49

Reclamation of Independence, Willis Nutting, rev., VI, 133, Nov. 48

RURAL SOCIAL TRENDS IN NEW YORK, W. A. Anderson, VI, 88, May 48
 Small business. adequate financing of, VI, 86, May 48

RURAL SERVICE AGENCIES, qn. from *New York Times*, VI, 87, May 48

Small Business: Its Place and Problems, A. D. H. Kaplan, rev., VII, 14, Jan. 49

SMALL INDUSTRIAL COMMUNITY AND ITS RAILROAD, THE, L. A. Johnson, VII, 140, Nov. 49

Southern Illinois, rev., VII, 114, Sept. 49

Taxation, pamphlets on, U.S. Dept. of Commerce, VI, 126, Sept. 48

THEY PROCESSED PROSPERITY, qn. from *Farm Journal*, VI, 123, Sept. 48

U.S. Dept. of Commerce, publications on small business, VI, 87, May 48; VI, 126, Sept. 48

Wisconsin, Univ. of, Bureau of Community Development, publications on small community economics, VII, 137, Nov. 49

COMMUNITY HEALTH

"Experiment in Health," VI, 14, Jan. 48
Health the Unknown, John Comerford, rev., VI, 143, Nov. 48

Psychosocial Medicine, A Study of the Sick Society, James L. Halliday, VII, 82, May 49

"Sick Minds Are a Community Problem," qn. from Justin Reese in *Christian Century*, VI, 14, Jan. 48

COMMUNITY ISSUES, VI, 59, Mar. 48

"Community League Movement in Edmonton, Alberta," VI, 154, Nov. 48

Community life the seed bed of democracy, qn. from Howard Y. McClusky, VI, 108, Sept. 48

Community, Nuriootpa War Memorial Community Center. Inc., VI, 112, Sept. 48

COMMUNITY ORGANIZATION

AREI: *Southern Illinois Inc.'s Planning Commission Reports and Suggestions*, rev., VII, 87, May 49

Community Center Planning, Saskatchewan Dept. of Education, rev., VI, 154, Nov. 48

Community Education in Action: A Report on Community Organization and Adult Education, Am. Assn. for Adult Education, rev., VI, 155, Nov. 48

Community Survival, Univ. of Illinois Extension Serv. bull., rev., VII, 87, May 49

Findings of the 1947 and 1948 Iowa Community Development Workshop, rev., VII, 87, May 49

First Annual Report, Tomahawk, Wis., Community Development Bureau, rev., VII, 87, May 49

Help Yourself, Mich. Dept. of Public Instruction, rev., VI, 9, Jan. 48

It Happened in Taos, J. T. Reid, rev., VI, 126, Sept. 48

Michigan, Univ. of, Community Adult Education, publications, 1947, VI, 94, May 48

NEED FOR STUDY ON AND A SUMMARY OF SELECTED LOCAL, STATE, AND NATIONAL PROJECTS ON COMMUNITY ORGANIZATION

AND DEVELOPMENT, THE, David E. Lindstrom, VII, 51, Mar.49

Neighborhood Unit Plan, James Dahir, rev., VI, 15, Jan.48

Organizing for Community Action, Clarence King, rev., VII, 139, Nov.49

SOCIAL SERVICES AND COMMUNITY BOUNDARIES, Arthur E. Morgan, VI, 70, May 48

Study of the Problems of Small Towns, New Hampshire State Planning and Development Commission, rev. VII, 87, May 49

These Things We Tried, Jean and Jess Ogden, rev., VII, 45, Mar.49

TV and the Grass Roots, Philip Selznick, rev., VII, 84, May 49

COMMUNITY PROGRESS ATTRACTS INDUSTRY, VI, 85, May 48

COMMUNITY RELIGION AND THE CHURCH, Griscom Morgan, VII, 21, Jan.49

COMMUNITY SPIRIT, VI, 108, Sept.48

COMMUNITY TRAVELERS EXCHANGE, members, VI, 20-31, Jan.48; VI, 63, Mar.48

COMPREHENDING THE COMMUNITY, VI, 44, Mar.48

Comradeship of Peace, VI, 58, Mar.48

COOPERATIVES

Community Canning Centres, Emmie Duce, rev., VII, 74, May 49

Cooperative Funeral Associations, James Myers, rev., VI, 139, Nov.48

SIMPLE LIFE AND THE SIMPLE DEATH, THE, VI, 59, Mar.48

Twentieth Century Pioneers, New Dominion Series leaflet, rev., VI, 94, May 48

Coracle, The, VI, 43, Mar.48

Couch, Al, VII, 19, Jan.49

Couch, W. T., VI, 96, May 48

Councils' Clarion, The, VI, 154, Nov.48

Country Life Songs, Lynn Rohrbough, VI, 13, Jan.48

Counts, George S., VI, 45, Mar.48

Culbreth, Harry W., VI, 136, Nov.48

CULTURAL TRANSMISSION, VI, 45, Mar.48

Culture of Cities, The, Lewis Mumford, qn., VI, 48, 50, Mar.48; VI, 79, May 48; VI, 125, Sept.48; VII, 11, Jan.49; VII, 75, May 49

CURRENT COMMUNITY STUDIES AND REPORTS, VII, 87, May 49, reviews of publications on community organization

Current Publications on Community Organization, VI, 125, Sept.48

CURRICULUM DEVELOPMENT IN ADULT EDUCATION, Perry L. Schneider, VII, 71, May 49

Dahir James, VI, 15, Jan.48

Dayton Daily News, VI, 116, Sept.48

DECENTRALIZATION

Culture of Cities, The, Lewis Mumford, qn., VI, 79, May 48

DECENTRALIST ENTICEMENT, VI, 50, Mar. 48

In establishing new plants, VI, 18, Sept.48

ONE FOOT ON THE LAND IN WISCONSIN, Ralph Templin, VI, 48, Mar.48

RESTORATION OF THE VILLAGE, THE, M. A. R. Mukerjee, VII, 10, Jan.49

TOTALITARIANISM AND COMMUNITY, Emil Brunner, VII, 7, Jan.49

WHY LEAVE CITIES?, qn. from Robert J. Allen, VI, 49, Mar.48

DEGRADATION OF COMMUNITY THROUGH FORCE IN NAZI GERMANY, Max Picard, VI, 103, Sept.48

DILEMMA OF COMMUNITY, THE, Arthur E. Morgan, VI, 131, Nov.48

DISCUSSION METHODS

It Pays to Talk It Over, Natl. Inst. of Pub. Relations, VI, 13, Jan.48

Doane, D. Howard, VI, 82, May 48; VI, 105, Sept.48

Dobbert, Pierre, VI, 58, Mar.48

DOES MORE MACHINERY MEAN LARGER FARMS?, VII, 78, May 49

Dotson, Floyd, VII, 106, Sept.49

Downey, Senator Sheridan, VI, 122, Sept.48

Du Pont Magazine, VII, 13, Jan.49

Durant, John, VI, 55, Mar.48

Eastman, Richard, VII, 120, Sept.49

Ecology, VI, 106, Sept.48

Economic and Social Conditions for the Survival of Healthy Communities, VII, 119, Sept.49

ECONOMICS PLUS, Peter Maurin, VI, 85, May 48

EDUCATION FOR COMMUNITY

Autonomous Groups and Mental Health, rev., VII, 20, Jan.49

COLLEGE AND COMMUNITY, VII, 141, Nov. 49

COMPREHENDING THE COMMUNITY, VI, 44, Mar.48

CULTURAL TRANSMISSION, VI, 45, Mar.48

CURRICULUM DEVELOPMENT IN ADULT EDUCATION, Perry L. Schneider, VII, 71, May 49

Danebod Folk School, VI, 47, Mar.48

Danish Folk High Schools, The, Fridlev Skrubbeltrang, rev., VII, 144, Nov.49

EDUCATION FOR MUTUALITY, A. C. Savage, VI, 80, May 48

EDUCATION CENTRES—AND THE PEOPLE, VII, 68, May 49

EXAMINATION OF SOCIETY, qn. from George S. Counts, VI, 45, Mar.48

FIRST IN THE DRAMA, VI, 44, Mar.48

FOLK SCHOOLS TAKE ROOT IN MANITOBA, John Friesen, VI, 140, Nov.48

FOUNDATION FOR AN EDUCATIONAL PHILOSOPHY, Griscom Morgan, VII, 15, Jan.49

George Crile, An Autobiography, qn., VI, 81, May 48

GIVE YOUNG PEOPLE A CHANCE, C. E. Hendry, VI, 46, Mar.48

- Grundtvig Folk School, Oregon, VI, 46, Mar.48
- INSEPARABLE FACTORS, Stewart G. Cole, VI, 44, Mar.48
- PLANNED COOPERATION BETWEEN SCHOOL AND BUSINESS, Wm. R. Wood, VII, 72, May 49
- PROPOSED PROGRAM FOR CHECKING THE STUDENT FLOOD, Robert L. Reeves, VI, 10, Jan.48
- Rural Community and Its School, The*, Lorene K. Fox, rev., VII, 46, Mar.49
- SAFE AND INSANE, Philip Wylie, VI, 6, Jan. 48
- SCHOOLS AND THE COMMUNITY, Byron Hovde, VI, 45, Mar.48
- SINCOE COUNTY PEOPLE'S COLLEGE—1948, VII, 19, Jan.49
- Springville on the March*, Ruth Hillis, rev., VII, 50, Mar.49
- SUBSTANCE OF LIFE, VI, 44, Mar.48
- Summer school program, from *Scottish Field*, VI, 81, May 48
- "Education for Democracy," VII, 81, May 49
- Embalmer's Monthly*, VI, 59, Mar.48
- Emerson, W. R. P., VII, 108, Sept.49
- Ervine, St. John, VII, 9, Jan.49
- ESSENCE OF COMMUNITY, THE, Arthur E. Morgan, VI, 35, Mar.48
- Eugenical News*, VI, 93, May 48
- EXAMINATION OF SOCIETY, VI, 45, Mar.48
- "Experiment in Health," VI, 14, Jan.48
- EXPERIMENTAL COMMUNITIES
- Annual Report of Cooperative Extension Services*, Govt. of Saskatchewan, rev., VII, 92, May 49
- Conference on Social Participation on the Community Level*, rev., VII, 146, Nov. 49
- Hidden Springs, VII, 128, Sept.49
- "Intentional" community, VI, 118, Sept.48; VI, 158, Nov.48
- Juhl, Michigan, Danish cooperative community enterprise, VI, 54, Mar.48
- Labor community of Boimondeau, VII, 79, May 49
- Macedonia Cooperative Community: A Report*, VI, 5, Jan.48
- NEW SOCIAL EXPERIMENT, A, from *Palestine Information*, VI, 92, May 48
- Rural cooperative communities, letter by Purcell Weaver, VI, 158, Nov.48
- "WORKING DEMOCRACY" IN FRANCE, A, Regina Robinet, VII, 79, May 49
- Fack, Hugo, VII, 76, May 49
- FAMILIES ON THE MOVE, from *Family Life*, VI, 91, May 48
- Family Life*, VI, 45, 55, Mar.48; VI, 91, May 48; VI, 111, Sept.48; VI, 149, Nov.48
- "Family Log, The," Kenneth S. Beam, VI, 159, Nov.48
- "FANNY FARMER," THE, VI, 119, Sept.48
- Farm Forum Guide*, VI, 83, May 48
- Farm Journal*, VI, 105, 123, Sept.48
- Farm Research*, VI, 84, May 48
- Farm youth, opportunities for, VI, 84, May 48; VI, 121, Sept.48
- Farquharson, Mrs. Alexander, VI, 111, Sept. 48
- Farwell, Jane, VII, 5, Jan.49
- Federighi, Henry, VII, 122, Sept.49
- FELLOWSHIP GROUP AND DEMOCRACY, THE, VII, 40, Mar.49
- FELLOWSHIP GROUPS IN THE SMALL COMMUNITY, Ralph Templin, VI, 135, Nov.48
- Ferris, H. H., VI, 54, Mar.48
- Fields, Factories, and Workshops*, P. Kropotkin, VII, 13, Jan.49
- Fifth Annual Conference on the Small Community, Durham, N.H., VI, 66, May 48; VI, 119, Sept.48
- FIRST IN THE DRAMA, VI, 44, Mar.48
- Focus*, VII, 49, Mar.49; VII, 91, May 49
- Folk dancing, VII, 5, Jan.49
- Folk schools, see Education for community and Adult education
- Food for Thought*, VI, 140, 143, Nov.48
- FOUNDATION FOR AN EDUCATIONAL PHILOSOPHY, Griscom Morgan, VII, 15, Jan.49
- Foundations of Indian Economics*, M. A. R. Mukerjee, qn., VII, 17, 31, Jan.49
- Fox, Lorene K., VII, 46, Mar.49
- FRANCE TYPEFIES WORLD-WIDE TREK TO CITIES, from *Worldover Press*, VII, 31, Jan.49
- Free America*, VI, 50, Mar.48
- Freer, R. E., VI, 51, Mar.48
- Fretz, J. Winfield, VI, 152, Nov.48
- Friend, The*, VII, 79, May 49
- Friends Intelligencer*, VI, 104, Sept.48
- Friesen, John, VI, 140, Nov.48
- Frisian community in Illinois, VI, 76, May 48
- Funeral Costs*, John C. Gebhart, VI, 59, Mar. 48
- FUTURE OF SMALL COMMUNITY LIFE, THE, Arthur E. Morgan, VI, 3, Jan.48
- Galpin, Charles J., VII, 27, Jan.49
- Gebhart, John C., VI, 59, Mar.48
- George Crile, An Autobiography*, Grace Crile, qn., VI, 81, May 48
- GIVE YOUNG PEOPLE A CHANCE, C. E. Hendry, VI, 46, Mar.48
- Given, John H., VII, 56, Mar.49
- GLIMPSES OF RURAL AMERICA, VI, 55, Mar.48
- Goldschmidt, Walter, VI, 123, Sept.48
- Gormly, Walter, VII, 117, Sept.49
- GREAT GOD TREND, THE, Arthur E. Morgan, VI, 96, May 48
- Grinnell, Cornelius, VI, 108, Sept.48
- Griswold, A. Whitney, VII, 48, Mar.49
- Group dynamics, VII, 133, Nov.49
- Halifax, Lord, VI, 54, Mar.48
- Halliday, James L., VII, 82, May 49
- Harmel, Leon, VI, 85, May 48
- Harper's Magazine*, VI, 14, Jan.48
- Harris, Marshall, VI, 124, Sept.48

- Hart, Joseph K., VI, 44, Mar.48
 HAVE ENOUGH MONEY . . . WHAT Now?, Wallace E. Ogg, VI, 106, Sept.48
 Haydn, A. Eustace, VI, 43, Mar.48
 Haynes, George, VII, 90, May 49
 Heady, Earl O., VII, 78, May 49
 Hendry, C. E., VI, 46, Mar.48
 Henry, S. T., VII, 13, Jan.49
 HIDDEN SPRINGS, VII, 128, Sept.49
 "Highland Communities," Scotland, VI, 57, Mar.48
 Hill, F. F., VI, 144, Nov.48; VII, 29, Jan.49
 Hiller, E. T., VI, 76, May 48
 Hillis, Ruth, VII, 50, Mar.49
 Hirschberg, Rudolf, VII, 91, May 49
 "HISTORY OF THE UNITED TRADE DOLLAR EXCHANGE, INC., CHICAGO, ILL.," qn., VII, 77, May 49
Hitler in Ourselves, The, Max Picard, VI, 103, Sept.48
 Hoffman, Bengt, VII, 131, Nov.49
 Holden, Thomas, VI, 15, Jan.48
 Hovde, Bryn J., VI, 45, Mar.48
 Howes, John Baxter, VII, 25, Jan.49
Human Events, VI, 13, Jan.48; VI, 126, Sept. 48
 HUMAN SIDE OF FARMING, THE, Charles J. Galpin, VII, 27, Jan.49
 Hunter, Edwin A., VI, 16, Jan.48
Hymns of the Rural Spirit, VI, 13, Jan.48
Ideas for Action, VI, 87, May 48
Illinois Education Study Unit, VII, 72, May 49
Income and Economic Progress, Brookings Institution, VII, 36, Mar.49
 India, Govt. of, VI, 159, Nov.48
 INDIVIDUALITY IN COMMUNITY, Griscom Morgan, VI, 133, Nov.48
 INDUSTRIAL CENTRALIZATION, VI, 51, Mar.48
Influence of the Central Rural School on Community Organization, Eugene T. Stromberg, VI, 73, May 48
 INSEPARABLE FACTORS, VI, 44, Mar.48
 "Intentional" community, VI, 118, Sept.48; VI, 158, Nov.48
Inter-Council Newsletter, The, VI, 117, Sept. 48
Intercultural Education, Stewart G. Cole, VI, 44, Mar.48
Interpreter, The, VI, 133, Nov.48
Iowa Farm Economist, VII, 78, May 49
Iowa Farm Science, VI, 84, May 48; VI, 106, Sept.48
 ISLAND OF COMMUNITY IN THE SEA OF AMERICAN LIFE, AN. J. Mayone Stycos, VI, 90, May 48
 IT CAN BE DONE, qn. from Eduard C. Lindeman in *Survey Graphic*, VI, 107, Sept.48
It Costs Us Nothing, W. T. Couch, VI, 96, May 48
 Iturrizarria, J. F., VI, 55, Mar.48
 Johnson, L. A., VII, 141, Nov.49
 Jones, Cynthia, VII, 122, Sept.49
 Jones, Gordon P., VII, 25, Jan.49
 Jones, Rufus M., VI, 104, Sept.48
Journal of Gerontology, VI, 113, Sept.48
 Juvenile delinquency, VII, 91, May 49
 Kaplan, A. D. H., VII, 14, Jan.49
 Kcene, Paul and Betty, VII, 111, Sept.49
 Keynes, John Maynard, VII, 39, Mar.49
 King, Clarence, VII, 138, Nov.49
 Kinneman, John A., VI, 13, Jan.48
 Kirkpatrick, E. L., VII, 122, Sept.49
 Kiser, Clyde V., VII, 106, Sept.49
 Kropotkin, P., VI, 89, May 48; VII, 13, Jan. 49
 Kruse, H. D., VII, 109, Sept.49
 Kumarappa, Bharatan, VI, 114, Sept.48
 Lalley, J. M., VI, 13, Jan.48
Land and Home, VI, 50, Mar.48
 Langlois, T. H., VII, 81, May 49
 Larsen, Ida, VI, 118, Sept.48; VI, 158, Nov. 48
 Larson, C. Theodore, VI, 153, Nov.48
 "Leadership in a Flock of White Pekin Ducks," C. W. Allee, qn., VI, 106, Sept.48
 LeVengle, J., VI, 56, Mar.48
 LESSON FROM HISTORY, A, Griscom Morgan, VII, 75, May 49
 Letters from readers, VII, 2, Jan.49; VII, 63, Mar.49; VII, 81, 86, 93, May 49
Libraries in the Contemporary Crisis, Archibald MacLeish, qn., VI, 9, Jan.48
 Lilge, Frederick, VII, 85, May 49
 "Limitations of Keynesian Economics," Wm. Vickrey, VII, 76, May 49
 Lindeman, Eduard C., VI, 81, 91, May 48; VI, 107, Sept.48
 Lindstrom, D. E., VI, 75, May 48
 Livingstone, Sir Richard, VI, 140, 159, Nov. 48; VII, 68, May 49
London Telegraph and Post, VI, 54, Mar.48
 Loomis, C. B., VII, 58, Mar.49
 Lorimer, Wesley, VII, 106, Sept.49
 Luckman, Charles, VI, 85, May 48
 McCormick, Austin H., VII, 49, Mar.49
 MacLeish, Archibald, VI, 9, Jan.48
 MacLeod, George, VI, 139, Nov.48; VII, 25, Jan.49
Macedonia Cooperative Community: A Report, qn., VI, 5, Jan.48
 Marshall, Nora L., VI, 18, Jan.48
 Marx, Joe J., VII, 122, Sept.49
 Maurin, Peter, VI, 85, May 48
 McAllister, Bard, VII, 121, Sept.49
 McClusky, Howard Y., VI, 108, Sept.48; VII, 134, 136, 137, Nov.49
 McEvoy, J. P., VI, 133, Nov.48
 McLean, George, VII, 54, Mar.49
Meeting the Needs of Small Business, Committee for Economic Development, VI, 126, Sept.48
 MEETINGS AND CONFERENCES, VI, 61-62, Mar. 48; VI, 95, May 48; VI, 111, Sept.48; VI, 139, 159, Nov.48; VII, 26, Jan.49; VII, 50, 62, Mar.49; VII, 66, 96, May 49; VII, 130, Nov.49

- Men Against the State*, George Reeves, Human Events Pamphlet, qn., VI, 36, Mar.48
- Mennonite Community, The*, VI, 59, Mar.48
- Mennonite community in Warwick County, Va., VI, 77, May 48
- Meyer, Harold D., VII, 5, Jan.49
- Michigan Christian Advocate*, VII, 7, Jan.49
- Michigan Community News*, VI, 54, Mar.48
- Michigan Community News Letter*, VI, 85, 94, May 48
- Michigan, University of, Community Adult Education, publications, 1947, VI, 94, May 48
- Milbank Memorial Fund Quarterly*, VII, 106, Sept.49
- Miller, Harold V., VI, 86, May 48
- Miller, Hugh, VII, 32, Jan.49
- Mills, Ernest, VII, 126, Sept.49
- Morgan, Arthur E., VI, 3, 15, 17, Jan.48; VI, 35, 43, 46, 64, Mar.48; VI, 67, 70, 96, May 48; VI, 99, 105, Sept.48; VI, 131, 160, Nov.48; VII, 3, Jan.49; VII, 34, Mar.49; VII, 66, 73, May 49; VII, 99, Sept.49
- Morgan, Griscom, VI, 133, 146, 148, 150, Nov.48; VII, 5, 15, 21, 32, Jan.49; VII, 35, Mar.49; VII, 75, May 49; VII, 114, 125, 126, Sept.49; VII, 143, Nov.49
- Morton, Ruth, VII, 146, Nov.49
- Motive* magazine, VI, 138, Nov.48
- Mukerjee, M. A. R., VII, 17, 31, Jan.49
- Mumford, Lewis, VI, 48, 50, Mar.48; VI, 79, May 48; VI, 125, Sept.48; VII, 11, Jan.49; VII, 75, May 49
- Murray, Clyde E., VI, 43, Mar.48
- Mutual Aid*, P. Kropotkin, qn., VI, 89, May 48
- MUTUAL CONFIDENCE OUR ONLY SECURITY, Arthur E. Morgan, VI, 105, Sept.48
- Myers, James, Jr., VI, 139, Nov.48
- National Municipal Review*, VI, 58, 60, Mar. 48
- Neal, Ernest E., VII, 145, Nov.49
- NEED FOR STUDY ON AND A SUMMARY OF SELECTED LOCAL, STATE, AND NATIONAL PROJECTS ON COMMUNITY ORGANIZATION AND DEVELOPMENT, THE, David E. Lindstrom, VII, 51, Mar.49
- Nelson, John Oliver, VI, 138, Nov.48
- New Dominion Series*, VII, 123, Sept.49
- New Slavery, The*, by Hoffman Nickerson, VI, 13, Jan.48
- NEW SOCIAL EXPERIMENT, A, VI, 92, May 48
- New York Times*, VI, 87, May 48
- Nicoll, James, VI, 37, Mar.48
- Nisbet, Robert, VII, 20, Jan.49
- Notes and News*, VI, 113, Sept.48
- Nutting, Willis, VI, 133, Nov.48
- OBJECTIVE INQUIRY AS A CONSERVATIVE INFLUENCE, Arthur E. Morgan, VI, 67, May 48
- Ogden, Jean and Jess, VII, 45, 57, Mar.49; VII, 123, Sept.49
- Ogg, Wallace E., VI, 106, Sept.48
- Olsen, Edward G., VI, 45, Mar.48
- ONE FOOT ON THE LAND IN WISCONSIN, Ralph Templin, VI, 48, Mar.48
- Osborn, Fairfield, VI, 125, Sept.48
- Owen, Robert, VII, 41, Mar.49
- Palestine Information*, VI, 92, May 48
- Palmer, Mary B., VI, 14, Jan.48
- Paradise, Viola, VI, 94, May 48
- "THE PARTICIPATION OF THE MANY," qn. from Louis D. Brandeis, VI, 53, Mar.48
- Patman, Wright, VI, 50, Mar.48
- "Peck right," VI, 106, Sept.48
- Peckham*, VII, 112, Sept.49
- PECKHAM AND THE ROYAL COMMISSION, VII, 112, Sept.49
- Peckham Experiment, The*, Pearse and Crocker, VI, 14, Jan.48; VI, 143, Nov.48
- Peterson, Harold, VII, 21, Jan.49
- ### PHILOSOPHY OF COMMUNITY
- DEGRADATION OF COMMUNITY THROUGH FORCE IN NAZI GERMANY, THE, Max Picard, VI, 103, Sept.48
- DILEMMA OF COMMUNITY, THE, Arthur E. Morgan, VI, 131, Nov.48
- ESSENCE OF COMMUNITY, THE, Arthur E. Morgan, VI, 35, Mar.48
- FUTURE OF SMALL COMMUNITY LIFE, THE, Arthur E. Morgan, VI, 3, Jan.48
- "Hunger for a Personal Faith," qn. from *The Christian Century*, VI, 134, Nov.48
- INDIVIDUALITY IN COMMUNITY, Griscom Morgan, VI, 133, Nov.48
- Men against the State*, George Reeves, qn., VI, 36, Mar.48
- MUTUAL CONFIDENCE OUR ONLY SECURITY, Arthur E. Morgan, VI, 105, Sept.48
- OBJECTIVE INQUIRY AS A CONSERVATIVE INFLUENCE, Arthur E. Morgan, VI, 67, May 48
- ROOTS OF SOCIETY, THE, Arthur E. Morgan, VI, 64, Mar.48
- Rousseau and Totalitarianism*, Robert Nisbet, rev., VII, 20, Jan.49
- SOCIAL STABILITY IS A STATE OF MIND, Arthur E. Morgan, VI, 99, Sept.48
- SOURCES OF UNITY, THE, VI, 42, Mar.48
- Study of the Values of Rural Living, A*, W. A. Anderson, VI, 94, May 48
- THOUGHTS ON COMMUNITY, symposium, VI, 43, Mar.48
- PHILOSOPHY OF RECREATION, A, Baker Brownell, VII, 4, Jan.49
- Picard, Max, VI, 103, Sept.48
- "Pioneer Health Center," film, VI, 143, Nov. 48
- PLANNED COOPERATION BETWEEN SCHOOL AND BUSINESS, Wm. R. Wood, VII, 72, May 49
- Platt, Joseph, VI, 138, Nov.48
- Pleasures of Publishing, The*, VI, 55, Mar.48
- Policy for Rural Education in the U.S., A*, National Education Assn., VI, 75, May 48
- Polson, R. A., VII, 60, Mar.49
- Popenoe, Paul, VI, 93, May 48

POPULATION

- Differential Birthrates in Michigan*, J. Allan Beegle, rev., VII, 106, Sept.49
- FAMILIES ON THE MOVE, from *Family Life*, VI, 91, May 48
- Farm population, movement of, VII, 30, Jan.49
- FRANCE TYPEFIES WORLD-WIDE TREK TO CITIES, VII, 31, Jan.49
- Migration and Education*, Edmund deS. Brunner, Wesley Lorimer, Floyd Dotson, rev., VII, 106, Sept.49
- PECKHAM AND THE ROYAL COMMISSION, VII, 112, Sept.49
- POPULATION CONTROLS AND THE FAMILY IN INDIA, M. A. R. Mukerjee, VII, 31, Jan.49
- Population movements, and family life, VI, 149, Nov.48
- PRESENT BIRTH RATES AND LONG-TIME TRENDS, Griscom Morgan, VI, 146, Nov. 48
- PSYCHOSOMATIC CONSIDERATIONS IN POPULATION STUDIES, Griscom Morgan, VII, 32, Jan.49
- "Recent Trends in American Marriages," Paul Popenoe, VI, 93, May 48
- Small population centers, scanty information on, VI, 55, Mar.48
- Social and Psychological Factors Affecting Fertility*, Clyde V. Kiser and P. K. Whelpton, rev., VII, 106, Sept.49
- SUGGESTION TOWARD A THEORY OF POPULATION, Griscom Morgan, VI, 148, Nov.48
- SURASSTRAS OF MADURA, THE: A SELF-SUSTAINING CITY POPULATION, Arthur E. Morgan, VII, 99, Sept.49
- WISCONSIN GIRLS GO TO TOWN—AND THE BOYS FOLLOW, from *Recent Population Changes in Rural Wisconsin*, George W. Hill, VI, 144, Nov.48
- Port, Donald, VI, 43, Mar.48
- PROGRESSIVE COMMUNITIES POINT THE WAY TO NATIONAL PROSPERITY, Griscom Morgan, VII, 35, Mar.49
- PROPOSED PROGRAM FOR CHECKING THE STUDENT FLOOD, A, Robert L. Reeves, VI, 10, Jan.48
- Providence News and Views*, VI, 49, Mar.48
- PSYCHIATRY AND THE COMMUNITY, from *Focus*, VII, 91, May 49
- Public opinion, from top down, qn., from Eduard C. Lindeman, VI, 81, May 48
- Quinn, T. K., VII, 12, Jan.49
- Radhakrishnan, S., VI, 159, Nov.48
- Radin, Paul, VI, 133, Nov.48
- Recent Population Changes in Rural Wisconsin*, George W. Hill, VI, 144, Nov.48
- "Recent Trends in American Marriages," VI, 93, May 48

RECREATION

- Community Recreation*, rev., VII, 5, Jan. 49

- Moisinee, Wis., winter skating group, VI, 54, Mar.48
- PHILOSOPHY OF RECREATION, A, Baker Brownell, VII, 4, Jan.49
- Recreation* magazine, VII, 4, Jan.49; VII, 47, Mar.49
- "School Grounds Designed for Community Use," George D. Butler, VII, 47, Mar.49
- SIMCOE COUNTY ARTS AND CRAFTS ASSOCIATION, Nora L. Marshall, VI, 18, Jan. 48
- VITAL RECREATION, VII, 3, Jan.49
- Reese, Justin, VI, 14, Jan.48
- Reeves, George, VI, 36, Mar.48
- Reeves, Robert L., VI, 10, Jan.48
- Regents Plan for Postwar Education*, VI, 11, Jan.48
- Regional community organizations, VII, 119, Sept.49
- REGIONAL ECONOMIC STABILITY, Griscom Morgan, VII, 114, Sept.49
- Reid, J. T., VI, 126, Sept.48
- Report of the Manitoba Commission on Adult Education*, VII, 73, May 49
- RESTORATION OF THE VILLAGE, THE, M. A. R. Mukerjee, VII, 10, Jan.49
- Reusch, A., VI, 113, Sept.48
- Robinet, Regina, VII, 79, May 49
- Rodehaver, Miles W., VII, 50, Mar.49
- Rohrbough, Lynn, VI, 13, Jan.48
- ROOTS OF SOCIETY, THE, Arthur E. Morgan, VI, 64, Mar.48
- Rotarian*, VI, 119, Sept.48
- Rotary, origin of, VI, 113, Sept.48
- Rural community, of increasing importance, qn., from J. Winfield Fretz, VI, 152, Nov. 48
- Rural Community Types*, E. T. Hiller, VI, 76, May 48
- Rural Cooperator*, VI, 46, Mar.48
- RURAL SERVICE AGENCIES, from *New York Times*, VI, 87, May 48
- RURAL SOCIAL TRENDS IN NEW YORK, W. A. Anderson, VI, 88, May 48
- Rural Sociology*, VI, 41, 55, Mar.48; VII, 27, Jan.49; VII, 50, Mar.49
- Rural telephone administration, VI, 75, May 48
- SAFE AND INSANE, Philip Wylie, VI, 6, Jan.48
- Sanderson, Dwight, VI, 71, May 48
- Saturday Evening Post*, VI, 55, Mar.48
- Savage, A. C., VI, 80, May 48
- Schneider, Perry L., VII, 71, May 49
- Schoff, Leonard Hastings, VII, 139, Nov.49
- School and Community*, Edward G. Olsen, VI, 45, Mar.48
- School and Society*, VI, 10, Jan.48
- School Centralization and the Rural Community*, Dwight Sanderson, VI, 71, May 48
- School district boundaries, VI, 70, May 48
- SCHOOLS AND THE COMMUNITY, VI, 45, Mar.48
- Schultz, Theodore W., VI, 84, May 48
- Scientific Monthly*, VI, 153, Nov.48

- Scottish Field*, VI, 81, May 48
Scottish Home and Country, VI, 56, Mar.48
Scottish Rite News Bulletin, VII, 9, Jan.49
 Selznick, Philip, VII, 84, May 49
 Senate Small Business Committee, VI, 51, Mar.48
 "Sharing a Rule," John Oliver Nelson, VI, 138, Nov.48
 "Sick Minds Are a Community Problem," VI, 14, Jan.48
 SIMCOE COUNTY ARTS AND CRAFTS ASSN., Nora L. Marshall, VI, 18, Jan.48
 SIMCOE COUNTY PEOPLE'S COLLEGE—1948, VII, 19, Jan.49
 SIMPLE LIFE AND THE SIMPLE DEATH, THE, VI, 59, Mar.48
Small Business Aids, U.S. Dept. of Commerce, VI, 87, May 48
Small Business Index to Selected Publications of the Dept. of Commerce, VI, 126, Sept.48
 THE SMALL INDUSTRIAL COMMUNITY AND ITS RAILROAD, L. A. Johnson, VII, 140, Nov.49
 Smith, David, VI, 18, Jan.48; VII, 47, Mar.49
 Smith, E. B., VII, 121, 123, Sept.49
 Smith, T. Lynn, VII, 73, May 49
 Snyder, Margaret, VII, 123, Sept.49
Social Action, VI, 81, May 48
Social Mind, The, John E. Boodin, qn., VI, 128, Sept.48; VI, 157, Nov.48
Social Research, VII, 76, May 49
 SOCIAL SERVICES AND COMMUNITY BOUNDARIES, Arthur E. Morgan, VI, 70, May 48
 SOCIAL STABILITY IS A STATE OF MIND, Arthur E. Morgan, VI, 99, Sept.48
 SOURCES OF UNITY, THE, VI, 42, Mar.48
 Spencer, Herbert, VII, 32, Jan.49
 Steer, James, VII, 122, Sept.49
 Stein, Clarence, VI, 15, Jan.48
 Stensland, Per G., VII, 20, Jan.49
 Stevenson, George S., VI, 14, Jan.48
 Stromberg, Eugene T., VI, 73, May 48
 Stycos, J. Mayone, VI, 90, May 48
 SUBSTANCE OF LIFE, VI, 44, Mar.48
 SUGGESTION TOWARD A THEORY OF POPULATION, A. Griscom Morgan, VI, 148, Nov.48
 Summer school program, qn. from *Scottish Field*, VI, 81, May 48
Surrey Graphic, VI, 107, Sept.48
 SURASISTRAS OF MADURA, THE: A SELF-SUSTAINING CITY POPULATION, Arthur E. Morgan, VII, 99, Sept.49
Tubio. A Study of Rural Social Organization, T. Lynn Smith, VII, 73, May 49
 Tate, H. Clay, VII, 53, Mar.49
 Taxation, pamphlets on, U.S. Dept. of Commerce, VI, 126, Sept.48
 Taylor, Carl C., VI, 17, Jan.48
 Taylor, Harold, VII, 123, 126, Sept.49
Teachers College Record, VII, 106, Sept.49
 Templin, Ralph, VI, 48, 61, Mar.48; VI, 135, Nov.48; VII, 7, Jan.49
 Temporary National Economic Commission, VI, 51, Mar.48
Tennessee Planner, VI, 86, May 48
 "THAT THEY MAY BE ONE," VII, 22, Jan.49
 THEY DID IT THEMSELVES, VI, 117, Sept.48
 "THEY PROCESSED PROSPERITY," from *Farm Journal*, VI, 123, Sept.48
They Would Rule the Valley, Senator Sheridan Downey, VI, 122, Sept.48
 Thomas, W. Beach, VI, 109, Sept.48
 THOUGHTS ON COMMUNITY, VI, 43, Mar.48
 THOUGHTS ON THE VILLAGE, VI, 109, Sept.48
Tomorrow's Town, VI, 49, Mar.48
 TOO MUCH FOOD?, VI, 84, May 48
 TOTALITARIANISM AND COMMUNITY, Emil Brunner, VII, 7, Jan.49
 "Toward a Science of Housing," VI, 153, Nov.48
 Trecker, Harleigh B., VII, 139, Nov.49
 Trevelyan, G. M., VII, 75, May 49
 Trueblood, D. Elton, VI, 113, Sept.48
United Citizen Action to Improve Georgia's Human Resources, VI, 13, Jan.48
 U.S. Dept. of Commerce, *Current Population Reports*, VI, 146, Nov.48; Office of Small Business, publications, VI, 87, May 48; VI, 126, Sept.48
 U.S. Tariff Commission, VII, 73, May 49
 URBANIZATION UNLIMITED, Arthur E. Morgan, VII, 73, May 49
Vanguard American, VII, 21, Jan.49
 VERMONT AGRICULTURE GRADUATES SERVE FARMERS, VII, 28, Jan.49
 Vickrey, Wm., VII, 76, May 49
 VITAL RECREATION, VII, 3, Jan.49
 Wallace, Henry, VI, 35, Mar.48
 Weaver, Purcell, VI, 158, Nov.48
 Westcott, Regina H., VII, 192, Nov.49
 WHAT EARTH IMPOSES, Henry Beston, VI, 160, Nov.48
 WHAT'S AHEAD FOR NORTHEASTERN AGRICULTURE?, F. F. Hill, VII, 29, Jan.49
 Whelpton, P. K., VII, 106, Sept.49
 Whitehead, A. N., VI, 133, Nov.48
 WHY LEAVE CITIES?, VI, 49, Mar.48
Wild Life News, VII, 81, May 49
 Wileden, A. F., VII, 137, Nov.49
 Wilson, Everett, VII, 139, 140, Nov.49
 WISCONSIN GIRLS GO TO TOWN—AND THE BOYS FOLLOW, George W. Hill, VI, 144, Nov.48
 Wiser, Arthur, VI, 31, Jan.48
 Wood, Wm. R., VII, 72, May 49
 "WORKING DEMOCRACY" IN FRANCE, A. Regina Robinet, VII, 79, May 49
World-View of the Galilean, The, Griscom Morgan, VI, 150, Nov.48
Worldover Press, VII, 31, Jan.49
 Wright, Lowell E., VI, 16, Jan.48; VI, 62, Mar.48
 Wyker, James, VII, 124, Sept.49
 Wylie, Philip, VI, 6, Jan.48
 Yocum, James C., VII, 14, Jan.49
 Zimmerman, Carle C., VI, 119, Sept.48
 ZONING PROBLEMS, VI, 60, Mar.48